

IDENTIFYING STUDENTS WITH SPECIAL NEEDS

AT EVA L. THOMAS HIGH SCHOOL

COLLEGE PARK, GEORGIA

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DEDICATED
TO
MY FAMILY,
MRS. WILLIE M. ALLEN
EDWIN C. ALLEN AND SAUNDRA A. ALLEN

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CHAPTER I

INTRODUCTION

Rationale.--Time brings many changes in a dynamic social order, and a progressive society is aware of this. Furthermore, a progressive society recognizes that each individual is an important member and is affected by these changes. Moreover, it demands an educational program which affords opportunities for boys and girls to develop to their fullest capacities.

For many years educators gave no attention to individual needs but were merely concerned with children in groups. If, by the accident of birth, a child was a certain age, he was placed in a grade group comparable to his age, and was taught as such. However, in recent years the recognition of the importance of each individual member by society has led to the study of students as individuals and to the idea that boys and girls should be educated according to individual differences and needs. Educators, also, have begun to realize that only in this way can boys and girls develop into useful and happy members of society, which is the basic purpose and objective of education.

To recognize the importance of each individual is paramount, but it is more important that something is done about meeting the needs of students whose needs are more extreme than others. Therefore, it is necessary for studies of special needs to be continued so that they will serve as a reference for those persons, such as superintendents,

principals, counselors and teachers, who are responsible for educating children.

In identifying and helping secondary school age students with special needs, one must understand the developmental task of adolescents. Havighurst writes not of "needs" but of "developmental tasks" which in concept are closely related to needs but have a more culture-centered connotation. An example of these tasks found significant for a particular age range are as follows:

1. Accepting one's physique and accepting a masculine or feminine role.
2. Developing new relations with age-mates of both sexes.
3. Attaining emotional independence of parents and other adults.
4. Achieving assurance of economic independence.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.
7. Desiring and achieving socially responsible behavior.
8. Preparing for marriage and family life.
9. Building values in harmony with an adequate scientific world picture.¹

The writer felt that if the special needs of the students were known and the curriculum of the school was geared to meet the needs of the individual, the problems of dropouts would be minimized.

It is hoped that this study will be of value to the administration and the over-all school program in order to help those students who have special needs.

¹Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, Green and Company, 1950), pp. 30-63.

Evolution of the problem.--The writer, an enrollee in the Counseling and Guidance Institute at Atlanta University, became interested in the problem of "special needs of students" while serving as an intern in counseling at Eva Thomas High School, College Park, Georgia, during the second semester of 1964-65. Upon conversing with Mrs. Alice H. Washington, the teacher-counselor, who explained that approximately 90 per cent of the students come from a culturally and economically disadvantaged environment, this interest was intensified.

Based upon observation and explanations made by the counselor, the writer was impelled to make this study because he felt strongly that there were many special needs among the boys and girls which were not known, and he questioned whether the present school program was meeting the known special needs of all students.

This study was made in order to test the validity of the writer's point of view as it affects the total population at Eva Thomas High School through a study of students personal needs, vocational interests and characteristic patterns as associated with dropouts.

Contribution to educational research.--The writer hopes that this study will be significant for the following reasons:

1. To provide significant information about the students at Eva Thomas High School which will enable the faculty and staff to plan a program of study geared to needs of students.
2. To provoke the thinking of administrators, principals, teachers and counselors so that they will constantly evaluate the over-all school program and make changes as the evidence warrants.
3. To provide information that would be of value to interested persons who are attempting to initiate a guidance program.

Statement of the problem.--The problem involved in this study was to identify potential dropouts, vocational interests and personal needs of the student body at Eva Thomas High School, College Park, Georgia.

Purpose of the study.--The general purpose of this study was to describe the student body of the Eva Thomas High School in terms of personal problems and vocational interests.

More specifically the purpose of the study was characterized by the following objectives:

1. To ascertain the levels of achievement of potential dropouts as extracted from the cumulative record.
2. To determine the vocational interest of the subjects as revealed by the Kuder Preference Record-Vocational and the Occupational Interest Inventories.
3. To ascertain the educational and vocational aspirations of the students as extracted from the cumulative record folder.
4. To assess the personal problems of students as revealed by the Mooney Problem Check List.
5. To identify those students who show characteristics that are commonly associated with school dropouts by surveying the literature and by ascertaining information from the cumulative record.

Definition of terms.--For the purpose of this study, the terms used have the meanings indicated below:

Special needs - are those needs found among students as revealed by test data and information extracted from the cumulative record which indicated the need for special training and/or attention.

Vocational interests - refer to student interest in areas specified by responses on the Kuder Preference Record-Vocational and the Occupational Interest Inventories.

Personal needs - refers to those problems specified by responses on the Mooney Problem Check List and information extracted from the cumulative record.

Potential dropouts - refer to those students whose characteristic patterns can be associated with dropouts as revealed by

surveying the literature and information ascertained from the cumulative record.

Limitations of the study.--This study was made on grades eight through eleven which included the total population of the school, consisting of 250 students. The characteristics in this study were limited to vocational interests, personal problems and school achievement of potential dropouts.

Locale of the study.--This study was made in College Park, Georgia which is in a culturally and economically disadvantaged area of metropolitan Atlanta, Georgia, and the opportunities for employment are limited. However, most of the residents work within a radius of one to two miles from the Atlanta Municipal Airport and the kinds of jobs are maintenance workers, day laborers and ramp workers.

Subjects.--The subjects for this study were the total student population of the Eva Thomas High School.

Method of research.--The descriptive survey method of research was used to collect data for this study, utilizing test data and information extracted from the cumulative record folder.

Procedural steps.--The research procedure for this study was as follows:

1. Secured permission from the proper officials to execute this study.
2. Administered the Mooney Problem Check Lists in order to assess the personal needs of the students.
3. Administered the Kuder Preference Record-Vocational to grades 10 and 11.
4. Used data from the Occupational Interest Inventory which was administered to the ninth grade, March, 1965.
5. Extracted from the cumulative record folder each student's attendance record, academic grades and grade placement so

as to ascertain whether or not there are characteristics associated with dropouts.

6. Determined whether or not the students were being realistic in their educational and vocational aspirations by securing information from the cumulative record and test data.
7. Extracted the findings from the data collected and then formulated conclusions, implications, and recommendations.

Survey of related literature.--Educators, not too long ago, set standards for students and expected them to conform to or meet them. Furthermore, the students were to be geared to the curriculum of the school and not the school to them. In recent years, however, it has been found that the use of these criteria did not meet the needs of all students. According to Robert J. Havighurst, in the average classroom of 30 to 40 students, there always are a considerable number of boys and girls who have such special needs or special handicaps that urgently need individual attention.¹

It is believed that basically, the needs of all children are about the same, but some are more intense than others. Nevertheless, children differ, and as their divergence from the group average increases, their needs for specialized treatment increase in like ratio.⁴

With reference to the basic needs of all children, Mouly points to physiological needs of individuals as being the need for food, for shelter and proper temperature, and for sexual satisfaction; and he sees

¹Robert J. Havighurst, "The Story Behind This Handbook," Teacher's Guidance Handbook; Identifying Students With Special Needs by Robert F. DeHaan and Jack Kough, I (Secondary School Edition; Chicago: Science Research Associates, Inc., 1956), p. 2.

²Florence L. Goodenough, Exceptional Children (New York: Appleton-Century Crofts, Inc., 1956), p. 19.

the psychological needs as the need for affection, for belonging, for achievement, for independence, for social recognition, and for self-esteem.¹

McKinney mentioned five basic needs and drives of adolescents as follows:

1. There are many evidences of the need for independence. Most teenagers long for maturity, to be on their own....
2. Few wishes and desires are stronger than to be respected, wanted and
3. Status among one's group is at a high premium at this time. To be a part of the gang or a clique, to rate, to be popular....
4. The satisfaction above can reflect the fourth, - a youth's emotional security is accompanied by a feeling of safety....
5. The need for success can be satisfied by competence and achievement in any realm, such as athletics, dramatics.... Any accomplishment that bring in trial rewards and allows the individual to see progress is satisfying....²

As children grow each unsatisfied need increases the intensity of the needs that lie ahead, and make their satisfaction more difficult. The school must be aware of the needs.

Willey and Andrew refer to the eight imperative needs of youth as being:

1. Ethical and moral living; independence of action, emancipation from parents... .
2. Citizenship; a satisfying place among fellowmen; status with age group... .

¹George J. Mouly, Psychology for Effective Teaching (New York: Holt, Rinehart and Winston, 1960), pp. 24-36.

²Fred McKinney, Counseling for Personal Adjustment (Boston: Houghton Mifflin Co., 1958), p. 59.

3. Home and family life; wholesome relationship with the opposite sex... .
4. Self-realization and use of leisure; personal achievement
5. Health... .
6. Consumer education... .
7. Tools of learning... .
8. Work experience; occupational adjustment and competencies; approximate vocational goals... .¹

It seems that one of the greatest needs of children today is to be an accepted part of society. Teachers and counselors must see to it that the child becomes a contributing and wanted part of the school society rather than a hostile individual who remains in school only because somebody says that he must.

It is necessary to identify those students who have special needs before they can be helped.

DeHaan and Kough stated that, even though in high school, the subject-matter teacher usually has the same students in her class only one period a day, when multiplying that time five periods a week for twenty weeks, we can see that she can do a great deal to identify and help them. She can do even more if she works closely with counselor and teacher.²

Many youth are confronted with problems that are very personal and often times they do not care to converse with anyone. On the other hand, there are some personal problems that they do not mind talking over with someone.

¹Roy DeVerl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), pp. 116-117.

²DeHaan and Kouth, Teacher's Guidance Handbook: Identifying Students with Special Needs. Vol. 1 (Secondary School Edition; Chicago: Science Research Associates, Inc. 1956), p. 7.

Sociologist William Thomas many years ago theorized that man has four basic wishes that are attributed to most of social behavior. He referred to these wishes as the wish for (1) security, (2) responses, (3) recognition, and (4) new experience. Contemporary sociologists have also studied human behavior with the four wishes and time seems to have validated their theory.¹

Humphreys, Traxler and North suggested the following seven-fold classification of personal problems from a study made by Mooney, Remmers and other investigations:

1. Problems related to health and constitutional development.
2. Problems related to social relationships.
3. Problems related to emotional behavior.
4. Problems related to home and family relations.
5. Problems related to sex, dating, courtship and marriage.
6. Problems related to finances.
7. Problems related to ideas and morals.²

Starr, in a study of approximately 1,650 boys and girls in grades 9, 10, 11, and 12 used a check list somewhat like that of the Mooney Problem Check List, and he identified the following problem areas: concerning myself, health and physical appearance, getting along with teachers and grown-ups, adjustment to school work and

¹Paul H. Landis, Social Living (3rd ed., New York: Ginn and Company, 1961), p. 80.

²Anthony Humphreys, Arthur Traxler, and Robert D. North, Guidance Services (2nd ed.; Chicago: Science Research Associates, Inc., 1960), p. 337.

achievement in school work, religion and life in general with emphasis on world conditions and adjustment to life problems.¹

There is definitely a close relationship between the needs of children, or rather the lack of the satisfaction of needs of children, and their problems. One of the major obstacles in the way of assisting children to work out their school problems is the difficulty that many teachers and counselors have in identifying these problems.

When we think of the problems of children we would appear to be on safer grounds, if we accept as a problem that which they consider to be a problem. In other words, a problem is something that is a problem for the child, although in our eyes, it may not be a problem at all. Similarly, we cannot assume that children must have problems simply because we believe that they have them.

An interesting study by Moore has indicated how divergent the opinions of some adults are when compared with the views of adolescents regarding their problems. In her study of some 1,300 boys and girls in grades 10, 11, and 12, Moore compared the concepts of six different groups of adults with the concepts of children regarding their problems and she found that the correlations between the children's versions of their problems and the versions of the adult group were as follows: teachers - 0.609; parents -.0592; employers - 0.437; service personnel - 0.301; lay church leaders - 0.117; clergy - 0.068. In rating the different problem areas of importance,

¹Irving S. Starr, "Analysis of the Problems of Senior-High school Youth According to Age, Sex and Intelligence Quotient" (unpublished Ed. D. dissertation, Dept. of Education, Boston University, 1953).

"Relations With Teachers" rated number one in importance with pupils, number two with teachers, number three with employer, number four with clergy, number seven with service personnel, and number eight with lay church leaders. The area of "Home and Family Relations" was rated problem number one by the clergy, but number two by the pupils.¹

This indicates the wide variance between the concepts of children as to their problems and the concepts of adults regarding the children's problems. It is most essential in this matter of problem identification that the teacher understands the child's reality.

Another major problem that faces the individual and the school, if the special needs of the students are not identified and met, is that of potential dropouts.

According to a 1954 Office of Education Publication entitled, High School Retention by States, for every 1,000 fifth-graders in the nation, 483 youngsters leave school before completing the twelfth grade.

People in business and industry, as well as educators, are very much concerned about this problem. The nation faces a great loss in trained man power in the next decade unless something is done to keep more students in school.² Furthermore, these students who drop out of school are not adequately prepared to compete in the labor market.

However, if the potential dropout can be identified before he actually leaves school, he often can be given the motivation and help

¹Helene Moore, "Adult Awareness of the Problems of High School Youth" (unpublished Ed. D. dissertation, Dept. of Education, Boston University, 1950).

²DeHaan and Kough, op. cit., p. 66.

he needs to continue his education. This early identification is very significant because once an individual has left school, it is unlikely that he will return to the classroom.

Recently, Boozer made a study on dropouts in the Atlanta Public Schools and he found these identifying characteristics of potential dropouts:

- a. retardation at least one grade and achievement consistently lower than the school's mean
- b. poor social adjustment at school
- c. emotional instability
- d. unfavorable home condition
- e. low educational attainment and occupational status of parents.¹

According to McDaniel, Rothney and Roens suggested that the first step in providing special services, such as medical attention, social welfare, remedial instruction, and special programming is the identification of those who need such help. Unfortunately, many who need special help will not take the initiative in obtaining it. Effective use of the individual-inventory system should so identify these individuals that none of them are neglected; all school staff members should cooperate in reporting symptomatic behavior, and the counselor must devote time to auditing the records periodically.²

¹O. L. Boozer, Drop-Out Report of Atlanta Public Schools for the First Semester, 1962-63, Prepared by the Department of Pupil Records and Services (Atlanta: Atlanta Board of Education, 1963), p. 14.

²Henry R. McDaniel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, 1956), p. 369.

In discussing the quit-school dilemma among teenagers, Hoppock indicated that Bley emphasized that teenagers were tussling with this problem in one California community, but they can now talk things over with adults who once grappled with similar problems before dropping out of school. These adults are outstanding examples of dropouts who returned to school, earned their diplomas and made good in their chosen fields. While some are high school graduates, others have completed college.

In cooperation with the school, each of these adults meets informally with potential drop-outs. He encourages the youngster to talk about himself and his problems. In turn he describes his own related experiences, giving special emphasis to the reason that prompted his return to school. In this way he enables the youngster to understand what might be in store for him if he drops out. Through his own success, the adult also serves as a positive illustration of the values of finishing school.¹

Hoppock further pointed out that as early as 1940 Bergstresser described a course in occupations for prospective dropouts:

In an attempt to meet the special needs of the pupils who indicated their intention of leaving school at the age of sixteen, the Providence Schools have inaugurated a new type of course which is called a pre-employment class. The teachers of these classes are called pre-employment counselors; they have all had special training in guidance

¹Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), p. 363.

and are especially qualified by experience and interest to deal successfully with types of young people enrolled in these classes.¹

Studies of dropouts can be made in a number of ways. Almost every school has a routine check-out procedure which requires the student who is leaving to fill out a form, usually a short questionnaire upon which the student writes his reasons for leaving school and describes briefly his plans for the future. Another method is an exit interview between the counselor and student who is dropping out. Friendly concern shown by the counselor can help the student to feel that members of the school staff are really interested in his welfare.

Educational and vocational needs must be met so that the individual may be prepared to enter into the world of work according to his ability and vocational interest.

Moreover, Moon suggested one technique for holding students was to keep cumulative records on each student in order to study and recognize the symptoms for "school leavers," and she concluded that the following characteristics appeared to have particular significance in indicating vulnerability to early "school leavers:"

1. Fairly consistent regression in scholarship.
2. Frequent grade failure.
3. High frequency of grade or subject failure in junior high school.
4. Marked regression in attendance from elementary to junior high school.

¹Tbid., p. 184.

5. Frequency in transfers from one school to another.¹

The study of interest has probably received its strongest impetus from vocational and educational counseling. To a lesser degree, the development of interest tests have been stimulated by vocational selection and classification. From the view point of both worker and the employer, a consideration of the individual interests is of practical significance. Achievement is a resultant of aptitude and interest. Although these two variables are positively correlated, a high level in one does not necessarily imply a superior status in the other.²

In order to assess interests, one method is that an individual must state his interests. Another technique includes observation of what the individual does, as an indication of manifest interest - what are his hobbies, his success experiences in school and his work experiences. The most common instrument used by counselors is the interest inventory, which appraises an individual's level of interest in a variety of types of activities.³

Having a knowledge of the individual's interests, it then becomes the responsibility of the teacher and counselor to help him satisfy his educational and vocational needs by proper guidance.

¹Harriet L. Moon, "An Analytical Study of School-Leavers of the Comer High School, Comer, Georgia, 1949-1954" (unpublished Master's thesis, School of Education, Atlanta University, 1956), p. 18.

²Anne Anastasi, Psychological Testing (2nd ed.; New York: Macmillan Company, 1961), p. 528.

³H. B. McDaniel et al., Readings in Guidance (New York: Holt Rinehart Winston, 1963), p. 77.

Interest tests cannot tell us how much interest an individual will have in any particular field of work or study. They will not tell us how successful he will be, or even how well satisfied he will be. A profile on an interest test similar in shape and elevation to that of a particular group of students or workers shows that the person tested fits into the group in question - that his outlook and orientation is in many ways like theirs, which is very significant.¹

Another aspect of our adolescents' difficulty is the presence of conflicting standards and the belief that every student should make his own choice coupled with the feeling that choice is an important matter. Krippner stated that according to Carter, the occupational choices of girls are more realistic than those of boys and their selections bear more in common with actual jobs and are more in common with actual jobs and are more in line with available openings.²

The recent view of vocational choice as something more than an intellectual decision at some point in life infers that this is a developmental process and that preference of an occupation is influenced by various factors at different periods in the individual's life. Perrone mentioned that Roe has hypothesized that there is a positive relationship between occupational direction and childhood experiences. Roe divided occupations into eight families and related an individual's entry into a particular family to his early home environment. These

¹Leona E. Tyler, The Work of the Counselor (2nd ed.; New York: Appleton-Century-Crofts, Inc., 1961), p. 106.

²Stanley Krippner, "Vocational Interests of Adolescents," Education, LXXXIII (April, 1963), p. 481.

occupational families are used in this study to help answer the question, "What influence does certain selected variables have on the occupational preference of high school seniors?"¹

Vocational interests may be influenced by a wide variety of factors, some favoring realistic decisions and some mitigating against them. Furthermore, theories of vocational interest have proposed a number of different hypotheses to account for the well-established phenomenon of individual differences in occupational likes, dislikes and preference. Probably the most promising findings on the correlates of interest have come from investigations of family background and parental identification factors which appear to be related to both the acquisition and patterning of likes and dislikes, why were these associations obtained and what connecting or linking variables are not being established.²

One possible way of conceptualizing and explaining the development of vocational interests which is consistent with the above research is suggested by the widely held assumption of practitioners and theorists alike that "interests are motives." In both counseling and personnel selection interests are often interpreted as indicative of level of aspiration, drive, or motivation. Drive or motive can in turn be related to the social learning conditions of the home as expressed in the attitudes of the parents toward their children and

¹Phillip A. Perrone, "Factors Influencing High School Seniors' Occupational Preference," The Personnel and Guidance Journal, XLII (June, 1964), p. 976.

²John O. Crites, "Vocational Interest in Relation to Vocational Motivation," Journal of Educational Psychology, LIV (October, 1963) p. 277.

the goals which they value for them, namely, security, prestige, job and freedom.¹

To identify the special needs of students and the process of helping them, a variety of procedures are necessary. The use of aptitude tests, achievement tests, problem check lists, and vocational interests inventories will aid teachers and counselors in identifying students with special needs.

Since the curriculum should provide what is to be learned and the aim of American education is to prepare young people for living in a democracy, the aim for operating the school should be to help its students utilize their abilities. The secondary school curriculum should provide opportunities for all youth to explore, discover and pursue their special interests while applying the vocational and general education to the life of individual students.

The presence of inadequate achievers in the academic curriculum and the high dropout rate in the general and vocational curricula attest to the imperfect predictions of school success on the basis of aptitudes and interests.

Chansky raised the question which dealt with vocational interests of Negro and Caucasian adolescents when aptitude is controlled. He indicated that the tenuous relationship between aptitude and subsequent employment may be poignantly observed in the case of the Negro. It is not unknown that trained Negro masons, carpenters and upholsters earn

¹Ibid., pp. 277-278.

their living as handy men or helpers. Facing such a future, the Negro youth focuses his reality unknown to the Caucasian.¹

¹Norman M. Chansky, "Race, Aptitude and Vocational Interest," The Personnel and Guidance Journal, XLIII (April, 1965), p. 780.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction.--Educators have begun to realize that each individual's problems are unique, and that when any attempt is made in solving them the persons must be dealt with individually. Moreover, these problems should be identified and the proper solution must be found. Furthermore, an adult must not assume a problem exists merely because he, the adult thinks so, but instead, he should use scientific techniques in order to determine whether or not there are problems.

The data presented here will give some indication of the many problems or special needs found among the students at the Eva E. Thomas High School.

The following instruments were used in order to identify the special needs of students: (1) Occupational Interest Inventory, (2) Kuder Preference Record-Vocational, (3) Mooney Problem Check List, and (4) Cumulative Record Folder.

Organization and treatment of data.--In order to obtain data for this study the total population of Eva Thomas High School was used, which consisted of 250 students. Of this number there were 113 boys or 45.2 per cent, and 137 girls or 54.8 per cent in Table 1.

TABLE 1

A BREAKDOWN OF THE TOTAL ENROLLMENT
BY GRADE AND PERCENTAGE OF
EVA THOMAS HIGH SCHOOL

Grade	Boys		Girls		Total Number of students in each grade	Per Cent of Enrollment of school
	Number	Per Cent	Number	Per Cent		
8	41	46.6	47	53.4	88-	35.2
9	39	54.2	33	45.8	72-	28.8
10	20	33.3	40	66.7	60	24.0
11	13	43.3	17	56.7	30	12.0
Total	113		137		250	100.0

The data as secured by using the following instruments are presented in a graphical and textual form which will follow this pattern:

1. Mooney Problem Check List involving students of the junior and high school.

The following areas of problems of the junior high school students were treated:

- a) Health and physical development
- b) School
- c) Home and family
- d) Money, work, and the future
- e) Boy and girl relations
- f) Relation to people in general
- g) Self-centered concerns

The following areas of the problems of the high school students were treated:

- a) Health and physical development
- b) Finance, living condition and employment
- c) Social and recreational activities
- d) Courtship, sex and marriage
- e) Social-psychological relations
- f) Personal-psychological relations
- g) Morals and religion
- h) Home and family
- i) Vocational and educational
- j) Adjustment to school work
- k) Curriculum and teaching procedure

2. Occupational Interest Inventory

Each of the components below were treated:

- a) Personal-social
- b) Natural
- c) Mechanical
- d) Business
- e) The arts
- f) Science
- g) Verbal
- h) Manipulative
- i) Computational

3. Kuder Preference Record-Vocational

Each of the areas below was treated:

- a) Outdoor

- b) Mechanical
- c) Computational
- d) Scientific
- e) Persuasive
- f) Artistic
- g) Literary
- h) Musical
- i) Social service
- j) Clerical

4. Potential Dropouts

The problems presented below are characteristic patterns of potential dropouts as revealed in the literature and were treated as such:

- a) Retardation at least one year
- b) Achievement lower than the school's mean
- c) Poor social adjustment at school
- d) Emotional instability
- e) Unfavorable home condition
- f) Low educational attainment and occupational status of parents
- g) Frequent grade failure
- h) High frequency of subject failure in school
- i) Marked regression in attendance
- j) Frequency in transfers from one school to another

5. Analysis of Cumulative Record Data

The following data which were extracted from the cumulative record were treated in the area of potential dropouts:

- a) Attendance record
- b) Academic grades
- c) Grade placement
- d) Frequency of transfers from one school to another
- e) Educational and occupational status of parents

6. Analysis of Test Data

The findings as revealed by the instruments used in this study, have been treated through statistical analysis which identify the frequency and percentage of each of the areas involved.

The Mooney Problem Check List.--This check list was designed to help the school administrator, teachers and counselor discover problems which are bothering the students in the school. Moreover, through use of this check list students would have an opportunity to make

known their problems which without such a check list would have been overlooked.

The check list which was administered to both junior and high school students is divided into seven and eleven broad areas respectively.

Junior High School Form.--The junior high school areas were: health and physical development; home and family; money, work, and the future; boy and girl relations; relations to people in general; and self-centered concerns. Under each area there were 30 items or problems.

There were 150 students in the junior high school engaged in this study. An analysis of the areas of this study shows the problems under each area which were bothering the students. Under the area of health and physical development there were 28 or 40 per cent of the 70 boys and 35 or 43.7 per cent of the 80 girls bothered with the problem of "often having headaches." There were 19 boys or 27 per cent who indicated that they had "trouble with my teeth." "Poor complexion or skin trouble" was found among 25 or 31.2 per cent of the girls. All other problems were below these figures and can be located in Table 2.

The respondents indicated those problems which were most troublesome to them by circling them and they were: "underweight;" "don't get enough sleep;" "too short for my age;" and "catch a good many colds" which were found among the girls.

Under the area of school, among the boys, "trouble in arithmetic" was checked by 23 or 32.9 per cent. There were 20 or 28.6 per cent who indicated that they had the problems "trouble with spelling

TABLE 2

PROBLEMS FOUND IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT
OF SEVENTY BOYS AND EIGHTY GIRLS AS REVEALED BY THE JUNIOR
FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
*Often have headaches	28	40.0	35	43.7	63	42.0
*Don't get enough sleep	15	21.4	10	12.5	25	16.7
Have trouble with my teeth	19	27.0	12	15.0	31	20.7
Not as healthy as I should be	13	18.6	12	15.0	25	16.7
Not getting outdoors enough	11	15.7	20	25.0	31	20.7
*Too short for ny age	15	21.4	16	20.0	31	20.7
Too tall for ny age	3	4.6	4	5.0	7	4.7
Have poor posture	17	24.3	10	12.5	27	18.0
Poor complexion or skin trouble	7	10.0	25	31.2	32	21.3
Not good-looking	4	5.7	12	15.0	16	10.7
Not eating the right food	10	14.3	14	12.5	24	16.0
Often not hungry for my meals	10	14.3	15	18.7	25	16.7

TABLE 2 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Overweight	3	4.3	10	12.5	13	8.7
*Underweight	11	15.7	10	12.5	21	14.0
Missing too much school because of illness	3	4.3	8	10.0	11	7.3
Often have sore throat	3	4.3	4	5.0	7	4.7
*Catch a good many colds	17	24.3	21	26.5	38	25.3
Often get sick	13	18.6	14	21.2	30	20.0
Often have pains in my stomach	2	2.9	9	11.2	11	7.3
Afraid I may need an operation	2	2.9	4	5.0	6	4.0
Can't hear well	3	4.3	5	6.2	8	5.3
*Can't talk plainly	16	22.9	10	12.5	26	17.3
Trouble with my eyes	7	10.0	7	8.7	14	9.3
Smoking	8	11.4	1	1.2	9	6.0
Getting tired easily	5	7.1	9	11.2	14	9.3
Nose or sinus trouble	3	4.3	6	7.5	9	6.0

TABLE 2 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Trouble with my feet	13	18.6	6	7.5	19	12.7
Not being as strong as other kids	8	11.4	5	6.2	13	8.7
Too clumsy and awkward	9	12.9	11	13.7	20	13.3
Bothered by a physical handicap	2	2.9	1	1.2	3	2.0
Total	280	46.3	329	53.7	605	100.0

or grammar;" and 20 or 28.6 per cent were troubled with getting "low grades in school." "Worried about grades" took precedence over all of the 30 problems among the girls. Moreover, this problem was checked by 22 or 27.5 per cent of the 80 girls involved; 21 or 26.2 per cent of them felt that they were "not smart enough" and 20 or 25 per cent were "afraid of tests" in Table 3.

The most troublesome problems in this area were: among the boys, "afraid to speak up in class," "slow in reading," "not getting along with teacher," "can't keep my mind on my studies," "trouble with spelling or grammar," "don't like to study," and "trouble with writing." Problems which troubled most of the girls were: "afraid to speak up in class," "afraid of failing in school work," and "worried about grades."

Table 4 shows that in the area of the home and the family there were 18 or 25.7 per cent of the boys and 24 or 39 per cent of the girls who had the problem of "not telling parents everything." There were 17 or 24.3 per cent of the boys and 20 or 25 per cent of the girls who indicated that they had the problem of "family quarrels" and the remainder of the problems were below these figures.

There was very little difference between the 70 boys and 80 girls who were bothered with problems in the area of money, work, and the future. The problem of "needing to decide on an occupation" was troubling 28 or 40 per cent of the boys and 26 or 32.5 per cent of the girls who also indicated that they had "no regular allowance." "Needing to know more about occupations" was checked by 25 or 35.7 per cent of the boys; and 24 or 30 per cent of the girls; "deciding what to take in high school" was also checked by the same number.

TABLE 3

PROBLEMS FOUND IN THE AREA OF SCHOOL OF SEVENTY BOYS AND EIGHTY
GIRLS AS REVEALED BY THE JUNIOR FORM OF THE
MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Getting low grades in school	20	28.6	14	17.5	34	22.7
Afraid of tests	14	20.0	20	25.0	34	22.7
Being a grade behind in school	3	4.3	4	5.0	7	4.7
*Don't like to study	24	34.3	18	22.5	42	28.0
Not interested in books	17	24.3	9	11.2	26	17.3
*Afraid of failing in school work	16	22.9	12	10.0	28	18.7
*Trouble with arithmetic	23	32.9	17	21.2	40	26.1
*Trouble with spelling or grammar	20	28.6	13	16.2	33	22.0
*Slow in reading	19	27.0	14	17.5	33	22.0
*Trouble with writing	13	18.6	8	10.0	21	14.0
Not spending enough time in study	14	20.0	14	17.5	28	18.7
Too much school work to do at home	21	30.0	13	16.2	34	22.7
Can't keep my mind on my studies	19	27.1	14	17.5	33	22.0
*Worried about grades	17	24.3	22	27.5	39	26.0
Not smart enough	16	22.9	21	26.2	37	24.7
Don't like school	17	24.3	9	11.2	26	17.3
School is too strict	19	27.1	18	22.5	37	24.7
So often feel restless in classes	15	21.4	12	15.0	27	18.0
*Not getting along with a teacher	7	10.0	15	18.7	22	14.7
Teachers not practicing what they preach	21	5.7	8	10.0	12	8.0
Textbooks hard to understand	14	20.0	12	15.0	26	17.3
Trouble with oral reports	16	22.9	9	11.2	25	16.7
Trouble with written reports	18	25.7	9	11.2	27	18.0

TABLE 3 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Poor memory	10	14.3	10	12.5	20	13.3
*Afraid to speak up in class	12	17.7	9	11.2	21	14.0
Dull classes	8	11.4	12	15.0	20	13.3
Too little freedom in classes	15	21.4	18	22.5	33	22.0
Not enough discussion in classes	3	4.3	10	12.5	13	8.7
Not interested in certain subjects	16	22.0	18	22.5	34	22.7
Made to take subjects I don't like	17	24.3	18	22.5	35	23.3
Grand Total	442	52.8	395	47.2	837	100.0

*Most troublesome problems

TABLE 4

PROBLEMS FOUND IN THE AREA OF HOME AND FAMILY OF SEVENTY BOYS
AND EIGHTY GIRLS AS REVEALED BY THE JUNIOR FORM OF
THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Being an only child	3	4.3	3	3.7	6	4.0
*Not living with my parents	4	5.7	5	6.2	9	6.0
Worried about someone in the family	2	2.9	4	5.0	6	4.0
*Parents working too hard	4	5.7	12	15.0	16	10.7
Never having any fund with mother or dad	5	7.1	6	7.5	11	7.3
*Sickness at home	4	5.7	6	7.5	10	6.7
Death in the family	2	2.9	3	3.7	5	3.3
Mother or father not living	3	4.3	2	2.5	5	3.3
Parents separated or divorced	4	5.7	8	10.0	12	8.0
Parents not understanding me	12	17.1	19	23.7	31	20.7
Being treated like a small child at home	2	2.9	7	8.7	9	6.0
Parents favoring a brother or sister	4	5.7	9	11.2	13	8.7
Parents making too many decisions for me	3	4.3	10	12.5	13	8.7
Parents expecting too much of me	3	4.3	9	11.2	12	8.0
Wanting things my parents won't give me	4	5.7	6	7.5	10	6.7
Being criticised by my parents	3	4.3	6	7.5	9	6.0
Parents not liking my friends	4	5.7	7	7.5	11	7.3
Parents not trusting me	7	10.0	6	7.5	13	8.7
Parents old-fashioned in their ideas	6	8.6	8	10.0	14	9.3
Unable to discuss certain problems at home	10	14.3	15	18.7	25	16.7
Family quarrels	17	24.3	10	12.5	27	18.0
Not getting along with a brother or sister	4	5.7	5	6.2	9	6.0
Not telling parents everything	18	25.7	24	30.0	42	28.0
Wanting more freedom at home	10	14.3	12	15.0	22	14.7

TABLE 4 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Wanting to live in a different neighborhood	5	7.1	8	10.0	13	8.7
Clash of opinions between me and my parents	6	8.6	10	12.5	16	10.7
Talking back to my parents	4	5.7	8	10.0	12	8.0
Mother	4	5.7	4	5.0	8	5.3
Father	5	7.1	4	5.0	9	6.0
Wanting to run away from home	3	4.3	5	6.2	8	5.3
Grand Total	165	34.9	250	65.1	415	100.0

*Most troublesome problems

The remainder of the problems of both groups was below these figures. The most troublesome problems found among the boys in this area were: "wanting to earn some of my money," and "too little spending money." The girls were most concerned with "wanting to know more about going to college," and "need to find a part-time job." These problems were found among both boys and girls: "not living with parents;" "parents working too hard;" "sickness at home;" and "talking back to my parents" in Table 5.

The girls had more problems in the area of boy and girl relations than did the boys. Of the 80 girls, 21 or 26.5 per cent were concerned with the problem "nothing to do with my spare time." Furthermore, the same number indicated that they had the problem of "deciding to go steady." While 20 or 28.6 per cent of the 70 boys were concerned with the problem "trouble in keeping the conversation going." The remainder of the problems of both groups was lower than these figures as indicated in Table 6. There were no problems found to be most troublesome among the students in this area.

Under the area of relations to people in general, the girls appeared more apprehensive than did the boys. For, in Table 7, of the 80 girls and 70 boys, there were 28 or 35 per cent of the girls and 16 or 22.9 per cent of the boys who had the problem of "no one to tell my troubles to." There were 27 or 33.7 per cent of the girls who felt that "no one understands me," while 23 or 32.9 per cent of the boys indicated such. There was only one troublesome problem found in this area and it was "bashful."

Again girls seemed to have had more problems under the area of self-centered concerns than did the boys. Of the 80 girls, 44 or

TABLE 5

PROBLEMS FOUND IN THE AREA OF MONEY, WORK, THE FUTURE OF
SEVENTY BOYS AND EIGHTY GIRLS AS REVEALED BY THE
JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Spending money foolishly	7	10.0	5	6.2	12	8.0
Having to ask parents for money	10	14.3	18	22.5	28	18.7
Having no regular allowance	24	34.3	26	32.5	50	33.3
Family worried about money	19	27.1	17	21.2	36	24.0
Having no car in the family	9	12.9	5	6.2	14	9.3
Too few nice clothes	15	21.4	21	26.2	36	24.0
*Wanting to earn some of my own money	15	21.4	17	21.2	32	21.3
Wanting to buy more of my own things	16	22.9	23	15.3	39	26.0
Not knowing how to buy things wisely	10	14.3	14	17.5	24	16.0
*Too little spending money	10	14.3	9	11.2	19	12.7
Restless to get out of school and into a job	13	18.6	8	10.0	21	14.0
Not knowing how to look for a job	8	11.4	16	20.0	24	16.0
*Needing to find a part-time job now	12	17.1	8	10.0	20	13.3
Having less money than my friends have	8	11.4	13	16.2	21	14.0
Having to work too hard for the money I get	6	8.6	13	16.2	19	12.7
Choosing best subjects to take next term	14	20.0	17	21.2	31	20.7
Deciding what to take in high school	19	27.1	24	30.0	43	28.7
Wanting advice on what to do after high school	21	30.0	18	22.5	39	26.0
*Wanting to know more about college	10	14.3	17	21.2	27	18.0
Wanting to know more about trades	17	24.3	10	12.5	27	18.0
Needing a job during vacations	14	20.0	18	22.5	32	21.3
Needing to know my vocational abilities	21	30.0	16	20.0	37	24.7
Needing to decide on an occupation	28	40.0	21	26.2	49	32.7
Needing to know more about occupations	25	35.7	16	20.0	41	27.3

TABLE 5 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Wondering if I've chosen the right vocation	17	24.3	15	18.7	32	21.3
Afraid of the future	19	27.1	12	15.0	31	20.7
Not knowing what I really want	15	21.4	17	21.2	32	21.3
Concerned about military service	3	4.3	0	0.0	3	2.0
Wondering if I'll ever get married	4	5.7	8	10.0	12	8.0
Wondering what becomes of people when they die	2	2.9	3	3.7	5	3.3
Grand Total	401	48.5	425	51.5	826	100.0

*Most troublesome problems

TABLE 6

PROBLEMS FOUND IN THE AREA OF BOY AND GIRL RELATIONS OF
SEVENTY BOYS AND EIGHTY GIRLS AS REVEALED BY THE
JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Not allowed to use the family car	0	0.0	0	0.0	0	0.0
Not allowed to run around with the kids I like	2	2.9	4	5.0	6	4.0
Too little chance to go to parties	3	4.3	11	13.7	14	9.3
Not enough time for play and fun	9	12.9	5	6.2	14	9.3
Too little chance to do what I want to do	10	14.3	16	20.0	26	17.3
Girls don't seem to like me	3	4.3	1	1.2	4	2.7
Boys don't seem to like me	0	0.0	14	17.5	14	9.3
Going out with the opposite sex	6	8.6	17	21.2	23	15.3
Dating	12	17.1	16	20.0	28	18.7
Not knowing how to make a date	16	22.9	0	0.0	16	10.7
Nothing interesting to do in my spare time	16	22.9	21	26.5	37	24.7
So often not allowed to go out at night	8	11.4	14	17.5	22	14.7
Not allowed to have dates	0	00.0	13	16.2	13	8.7
Wanting to know more about girls	9	12.9	0	0.0	9	6.0
Wanting to know more about boys	0	0.0	11	13.7	11	7.3
No place to entertain friends	0	0.0	18	22.5	18	12.0
Ill at ease at social affairs	18	25.7	9	11.2	27	18.0
Trouble in keeping a conversation going	20	28.6	17	21.2	37	24.7
Not sure of my social etiquette	17	24.3	8	10.0	25	16.7
Not sure about proper sex behavior	5	7.1	16	20.0	21	14.0
Not knowing what to do on a date	0	0.0	16	20.0	16	10.7
Girl friend	8	11.4	3	3.7	11	7.3
Boy friend	0	0.0	8	10.0	8	5.3
Deciding whether I'm in love	4	5.7	17	21.2	21	14.0

TABLE 6 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Deciding whether to go steady	10	14.3	21	26.5	31	20.7
Learning how to dance	9	12.9	6	7.5	15	10.0
Thinking too much about the opposite sex	17	24.3	15	18.7	32	21.3
Keeping myself neat and looking nice	16	22.9	11	13.7	27	18.0
Wanting more information about sex matters	3	4.3	17	21.2	20	13.3
Embarrassed by talk about sex	0	0.0	14	17.5	14	9.3
Grand Total	221	39.4	340	60.6	561	100.0

TABLE 7

PROBLEMS FOUND IN THE AREA OF RELATIONS TO PEOPLE IN GENERAL
OF SEVENTY BOYS AND EIGHTY GIRLS AS REVEALED BY THE
JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Slow in making friends	4	5.7	17	21.2	21	14.0
Bashful	2	2.9	6	7.5	8	5.3
Being left out of things	10	14.3	12	15.0	22	14.7
Never chosen as a leader	11	15.7	8	10.0	19	12.7
Wishing people liked me better	5	7.1	9	11.2	14	8.7
Being teased	6	8.6	9	11.2	15	18.7
Being talked about	3	4.3	12	15.0	15	18.7
Feelings too easily hurt	4	5.7	7	8.7	11	7.3
Too easily led by other people	3	4.3	4	3.0	7	4.7
Picking the wrong kind of friends	7	10.0	5	6.2	12	8.0
Wanting a more pleasing personality	3	4.3	14	17.5	17	11.3
Being made fun of	7	10.0	6	7.5	13	8.7
Being picked on	2	2.9	4	5.0	6	4.0
Being treated like an outsider	4	5.7	4	5.0	8	5.3
People finding fault with me	3	4.3	4	5.0	7	4.7
Awkward in meeting people	12	17.1	9	11.2	21	14.0
Wanting to be more like other people	7	10.0	17	21.2	24	16.0
Feeling nobody understands me	23	32.9	27	33.7	50	33.3
Missing someone very much	3	4.3	8	10.0	11	7.3
Feeling nobody likes me	6	8.6	4	5.0	10	6.7
Getting into arguments	7	10.0	8	10.0	15	10.0
Getting into fights	4	5.7	10	12.5	14	9.3

TABLE 7 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Losing my temper	6	8.6	8	10.0	14	9.3
Being stubborn	11	15.7	13	16.2	24	16.0
Hurting people's feelings	12	17.1	17	21.2	29	12.7
Being jealous	9	12.9	13	16.2	22	14.7
Disliking someone	3	4.3	8	10.0	11	7.3
Being disliked by someone	3	4.3	8	10.0	11	7.3
Keeping away from kids I don't like	4	5.7	3	3.7	7	4.7
No one to tell my troubles to	16	22.9	28	35.0	44	29.3
Grand Total	200	40.7	292	59.3	492	100.0

*Most troublesome problem

55 per cent indicated that they had trouble with the problem, "finding it hard to talk about myself," while 20 or 28.6 per cent of the 70 boys had the problem of "worrying." "Being careless" was found among 29 or 35 per cent of the girls and "worrying" was found among 28 or 35 per cent of them. Two problems found among the boys were "being nervous" and "careless" in Table 8. The three most troublesome problems found among both boys and girls were: "being nervous;" "can't forget some mistakes I have made;" and "worrying." Table 9 shows a summary of the problems found among the junior high school students by areas.

According to Table 10, in responses to the question asked of the 70 boys and 80 girls, "Would you like to spend more time in school in trying to do something about some of your problems?", it was revealed that 10 or 14.3 per cent of the boys and 25 or 31.2 per cent of the girls said "yes" and five or 7.1 per cent of the boys and eight or 10 per cent of the girls said "no". Notwithstanding, 55 or 78.6 per cent of the boys and 43 or 58.8 per cent of the girls did not respond.

In another question asked of these same boys and girls, "Would you like to talk to someone about some of your problems?", again the response revealed that more said "yes" than "no" in Table 11. Of the total number seven or 10 per cent of the boys and 10 or 12.5 per cent of the girls answered "yes", while eight or 11.4 per cent of the boys and five or 6.2 per cent of the girls said "no." On the other hand, 55 or 78.6 per cent of the boys and 65 or 81.3 per cent of the girls gave no response.

TABLE 8

PROBLEMS FOUND IN THE AREA OF SELF-CENTERED CONCERNS OF
SEVENTY BOYS AND EIGHTY GIRLS AS REVEALED BY THE
JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
*Being nervous	14	20.0	17	21.2	31	20.7
Taking things too seriously	5	7.1	16	20.0	21	14.0
Getting too excited	9	12.9	15	18.7	24	16.0
Being afraid of making mistakes	10	14.3	27	33.7	37	24.7
Failing in so many things I try to do	10	14.3	27	33.7	37	24.7
Getting into trouble	6	8.6	5	6.2	11	7.3
Trying to stop a bad habit	7	10.0	16	20.0	23	15.3
Sometimes not being as honest as I should	4	5.7	13	16.2	17	11.3
Giving in to temptations	10	14.3	15	18.7	25	16.7
Lacking self-control	13	18.6	17	21.2	30	20.0
Not having as much fun as other kids	14	20.0	15	18.7	29	12.7
*Worrying	20	28.6	28	35.0	48	32.0
Having bad dreams	0	0.0	9	11.2	9	6.0
Lacking self-confidence	10	14.3	17	21.2	27	18.0
Sometimes wishing I'd never been born	0	0.0	5	6.2	5	3.3
Being careless	14	20.0	29	36.2	43	28.7
Daydreaming	2	2.9	20	25.0	22	14.7
Forgetting things	4	5.7	18	22.5	22	14.7
Being lazy	7	10.0	5	6.2	12	8.0
Not taking somethings seriously enough	10	14.3	18	22.5	28	18.7
Feeling ashamed of something I've done	7	10.0	17	21.2	24	16.0
Being punished for something I didn't do	6	8.6	8	10.0	14	9.3
Swearing, dirty stories	0	0.0	12	15.0	12	8.0
Thinking about heaven and hell	0	0.0	3	3.7	3	2.0
Afraid God is going to punish me	0	0.0	7	8.7	7	4.7

TABLE 8 - Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Sometimes lying without meaning to	5	7.1	13	16.2	18	12.0
*Can't forget some mistakes I've made	5	7.1	25	31.2	30	20.0
Can't make up my mind about things	7	10.0	14	17.5	21	14.0
Afraid to try new things by myself	0	0.0	17	21.2	17	11.3
Finding it hard to talk about my troubles	10	14.3	44	55.0	54	36.0
Grand Total	200	28.9	492	71.1	692	100.0

*Most troublesome problem

TABLE 9

SUMMARY OF PROBLEMS FOUND AMONG SEVENTY BOYS AND
EIGHTY GIRLS AS REVEALED BY THE JUNIOR FORM
OF THE MOONEY PROBLEM CHECK LIST

- Areas	Boys		Girls		Total Number	Total	
	Number	Per Cent	Number	Per Cent		Per Cent	
Health and Physical Development	280	46.3	329	53.7	605	100.0	43
School	442	52.8	395	47.2	837	100.0	
Home and Family	165	34.9	250	65.1	415	100.0	
Money, work, The Future	401	48.5	425	51.5	826	100.0	
Boy and Girl Relations	221	39.4	340	60.6	561	100.0	
Relations to People in General	200	40.7	292	59.3	492	100.0	
Self-Centered Concerns	200	71.1	492	28.9	692	100.0	
Total	1,909	43.1	2,519	56.9	4,428	100.0	

TABLE 10

THE RESPONSE OF SEVENTY BOYS AND EIGHTY GIRLS TO
THE QUESTION, "WOULD YOU LIKE TO SPEND MORE TIME
IN SCHOOL TRYING TO DO SOMETHING ABOUT SOME OF
YOUR PROBLEMS?"

Response	Boys		Girls		Total	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	10	14.3	25	31.2	35	23.3
No	5	7.1	8	10.0	13	8.7
No Response	55	78.6	47	58.8	102	68.0
Total	70	100.0	80	100.0	150	100.0

TABLE 11

THE RESPONSE OF SEVENTY BOYS AND EIGHTY GIRLS TO
THE QUESTION, "WOULD YOU LIKE TO TALK TO SOMEONE
ABOUT SOME OF YOUR PROBLEMS?"

Response	Boys		Girls		Total	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	7	10.0	10	12.5	17	11.3
No	8	11.4	5	6.2	13	8.7
No Response	55	78.6	65	81.3	120	80.0
Total	70	100.0	80	100.0	150	100.0

High School Form.--Problems found among the 40 high school boys and 43 high school girls in the Eva Thomas High School were revealed by the Mooney's Problem Check List under the following eleven areas: health and physical development, finance, living conditions and employment, social and recreational activities, courtship,

sex, and marriage, social-psychological relations, personal-psychological, morals and religion, home and family, the future, adjustment to school work, and curriculum and teaching procedure were analyzed as follows:

Under the area of health and physical development, there were 15 or 34.9 per cent of the girls and 10 or 25 per cent of the boys who had a problem of being "under-weight," and the same number had a problem of "not eating the right foods." These two problems appeared first in the order of frequency. Second in the order of frequency among the girls was "not eating the right foods," checked by 11 or 25.6 per cent; 10 or 23.3 per cent had "frequent headaches" and the same number indicated that they were often "not hungry for their meals." Second most frequent problem among the boys was "being overweight." The remainder were below these figures as revealed in Table 12. Most troublesome problems under this area were: "being underweight," "poor complexion or skin trouble," "being overweight," "weak eyes," and "tiring very easily."

The area of finance, living condition and employment was not too much of a problem among the students. There were 11 or 27.5 per cent of the boys who indicated that they had the problem "wanting to earn my own money." The next largest number of boys having any one problem was 10 or 25 per cent who checked "too little money for recreation." While nine or 20.9 per cent of the girls were concerned with the problem "too few nice clothes," all other figures were below these numbers in Table 13. The most troublesome problems found in this area were: "wanting to earn my own money," "too few nice clothes," and needing money for education after school."

TABLE 12

PROBLEMS FOUND IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT OF
FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH
SCHOOL FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Being underweight	10	25.0	15	34.9	25	30.1
Being overweight	7	17.5	9	20.9	16	19.3
Not getting enough exercise	4	10.0	7	16.3	11	13.3
Getting sick too often	3	7.5	6	14.0	9	10.0
Tiring very easily	2	5.0	3	7.0	5	6.0
Frequent headaches	5	12.5	10	23.3	15	18.1
Weak eyes	3	7.5	4	9.3	7	8.4
Often not hungry for my meals	0	0.0	10	23.9	10	12.0
Not eating the right food	10	25.0	11	25.6	21	25.3
Gradually losing weight	3	7.5	4	9.3	7	8.4
Not as strong and healthy as I should be	5	12.5	7	16.3	12	14.2
Not getting enough outdoor air and sunshine	3	7.5	8	18.6	11	13.3
Not getting enough sleep	3	7.5	8	18.6	11	13.3
Frequent colds	0	0.0	4	9.3	4	4.8
Frequent sore throat	1	2.5	4	9.3	5	6.0
Poor complexion or skin trouble	7	17.5	12	27.9	19	22.9
Poor posture	3	7.5	3	7.0	6	7.2
Too short	4	10.0	6	14.0	10	12.0
Too tall	1	2.5	1	2.3	2	2.4
Not very attractice physically	4	10.0	9	20.9	13	15.7
Trouble with my hearing	1	2.5	1	2.3	2	2.4
Speech handicap	2	5.0	3	7.0	5	6.0

TABLE 12 - Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Allergies	2	5.0	6	14.0	8	9.6
Glandular disorders	2	5.0	1	2.3	3	3.6
Menstrual of female disorders	0	0.0	8	18.6	8	9.6
Poor teeth	6	15.0	7	16.3	13	15.7
Nose or sinus trouble	1	2.5	5	11.6	6	7.2
Smoking	2	5.0	2	4.7	4	4.8
Trouble with my feet	4	10.0	2	4.7	6	7.2
Bothered by a physical handicap	2	5.0	1	2.3	3	3.6
Total	100	36.4	175	63.6	275	100.0

TABLE 13

PROBLEMS FOUND IN THE AREA OF FINANCE, LIVING CONDITIONS, AND EMPLOYMENT
OF FORTY BOYS AND FORTY-THREE GIRLS REVEALED BY THE MOONEY
PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Needing to learn how to save money	5	12.5	5	11.6	10	12.0
Not knowing how to spend money wisely	4	10.0	3	7.0	7	8.4
Having less money than my friends	5	12.5	0	0.0	5	6.0
Having to ask parents for money	4	10.0	1	2.3	5	6.0
Having no regular allowance	6	15.0	5	11.6	11	13.3
*Too few nice clothes	10	25.0	9	20.9	19	22.9
Too little money for recreational	10	25.0	5	11.6	15	18.1
Family worried about money	5	12.5	4	9.3	9	10.8
Having to watch every penny I spend	4	10.0	4	9.3	8	9.6
Having to quit school to work	3	7.5	5	11.6	8	9.6
*Wanting to earn some of my own money	11	27.5	7	16.3	18	21.7
Wanting to buy more of my own things	3	7.5	8	18.6	11	13.3
*Needing money for education after school	7	17.5	5	11.6	12	14.2
Needing to find a part-time job	3	7.5	5	11.6	8	9.6
Needing a job during vacations	6	15.0	2	4.7	8	9.6
Living too far from school	6	15.0	3	7.0	9	10.8
Relatives living with us	7	17.5	4	9.3	11	13.3
Not having a room of my own	8	20.0	5	11.6	13	15.7
Having no place to entertain friends	7	17.5	2	4.7	9	10.8
Having no car in the family	9	22.5	2	4.7	11	13.3
Parents working too hard	3	7.5	3	7.0	6	7.2
Not having certain conveniences at home	7	7.5	3	7.0	10	12.0

TABLE 13 - Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Not liking the people in my neighborhood	2	5.0	1	2.3	3	3.6
Wanting to live in a different neighborhood	3	7.5	2	4.7	5	6.0
Ashamed of the home we live in	2	5.0	2	4.7	4	4.8
Borrowing money	3	7.5	2	4.7	5	6.0
Working too hard outside of school hours	2	5.0	3	7.0	5	6.0
Working for most of my own expenses	3	7.5	2	4.7	5	6.0
Getting low pay for my work	1	2.5	2	4.7	3	3.6
Disliking my present job	3	7.5	1	2.3	4	4.8
Total	155	59.6	105	40.4	260	100.0

* Most troublesome problems

Under the area of social and recreational activities, relatively few of the boys and girls had problems. There were not more than seven or 17.5 per cent of the girls and boys each who indicated that they had trouble in any one of the 30 problems. For the distribution of the problems among the boys and girls see Table 14. There were three problems found to be most troublesome under this area which were: "slow in getting acquainted with people;" "not enjoying many things others enjoy;" and "wanting to improve my appearance."

Few girls and boys indicated that they had difficulty in the area of courtship, sex, and marriage. For distribution of the 30 problems and the number of girls and boys concerned with them see Table 15. However, there were six problems in this area which were found to be most troublesome among the boys and girls. These problems were: "awkward in making a date;" "concerned over proper sex behavior;" "deciding to go steady;" "needing advice about marriage;" "wondering how far to go with the opposite sex;" and "needing information about sex matters."

Boys and girls indicated that only a few of them had problems in the area of social-psychological relations. Distribution of the problems and number of students concerned with them can be located in Table 16. However, there were five problems found most troublesome in this area which were: "being different;" "worrying about how I impress people;" "being timid or shy;" "nobody understands me" and "finding it hard to talk about my troubles."

Under the area of personal-psychological relations, girls appeared to have been bothered more than the boys in Table 17. However, the following problems were found to be most troublesome among

TABLE 14

PROBLEMS FOUND IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES
OF FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH
SCHOOL FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
*Slow in getting acquainted with people	5	12.5	3	7.0	8	9.6
Awkward in meeting people	3	7.5	5	11.6	8	9.6
Being ill at ease at social affairs	3	7.5	6	14.0	9	10.8
Trouble in keeping a conversation going	6	15.0	3	7.0	9	10.8
Unsure of my social etiquette	2	5.0	4	9.3	6	7.2
Not enough time for recreation	4	10.0	2	4.7	6	7.2
*Not enjoying many things others enjoy	7	17.5	2	4.7	9	10.8
Too little chance to get out and enjoy nature	2	5.0	4	9.3	6	7.2
Too little chance to read what I like	2	5.0	7	16.3	9	10.8
Wanting more time to myself	3	7.5	7	16.3	10	12.0
Nothing interesting to do in my spare time	7	17.5	3	7.0	10	12.0
Too little chance to go to shows	3	7.5	3	7.0	6	7.2
Too little chance to enjoy radio or television	3	7.5	5	11.6	8	9.6
Too little chance to pursue a hobby	0	0.0	2	4.7	2	2.4
Nothing interesting to do on vacation	3	7.5	3	7.0	6	7.2
Not being allowed to use the family car	3	7.5	5	11.6	8	9.6
Not allowed to go around with the people I like	3	7.5	2	4.7	5	6.0
So often not allowed to go out at night	2	5.0	4	9.3	6	7.2
In too few student activities	5	12.5	5	11.6	10	12.0
Too little social life	5	12.5	2	4.7	7	8.4
Wanting to learn how to dance	4	10.0	3	7.0	7	8.4
Wanting to learn how to entertain	2	5.0	1	2.3	3	3.6
Wanting to improve myself culturally	1	2.5	6	14.0	7	8.4

TABLE 14 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
*Wanting to improve my appearance	3	7.5	1	2.3	4	4.8
Too careless with my clothes and belongings	1	2.5	2	4.7	3	3.6
Too little chance to get into sports	6	15.0	4	9.3	10	12.0
No good place for sports around home	4	10.0	2	4.7	6	9.6
Lacking skill in sports and games	2	5.0	3	7.0	5	6.0
Not using my leisure time well	1	2.5	5	11.6	6	9.6
Total	97	48.0	105	52.0	202	100.0

*Most troublesome problems

TABLE 15

PROBLEMS FOUND IN THE AREA OF COURTSHIP, SEX, AND MARRIAGE OF
FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE
HIGH SCHOOL FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Having dates	8	20.0	2	4.7	10	12.0
*Awkward in making a date	5	12.5	0	0.0	5	6.0
Not mixing well with the opposite sex	2	5.0	2	4.7	4	4.8
Not being attractive to the opposite sex	0	0.0	4	9.3	4	4.8
Not being allowed to have dates	0	0.0	6	14.0	6	7.2
No suitable place to go on dates	0	0.0	3	7.0	3	3.6
Not knowing how to entertain on a date	2	5.0	1	2.3	3	3.6
Too few dates	0	0.0	9	20.9	9	10.8
Afraid of close contact with the opposite sex	0	0.0	0	0.0	0	0.0
Embarrassed by talk about sex	4	10.0	6	14.0	10	12.0
Disappointed in a love affair	3	7.5	2	4.7	5	6.0
Girl friend	2	5.0	0	0.0	2	2.4
Boy friend	0	0.0	6	14.0	6	7.2
*Deciding whether to go steady	4	10.0	6	14.0	10	12.0
Wondering if I'll find a suitable mate	3	7.5	6	14.0	9	10.8
Being in love	2	5.0	3	7.0	5	6.0
Loving someone who doesn't love me	4	10.0	1	2.3	5	6.0
Deciding whether I'm in love	1	2.5	2	4.7	3	3.6
Deciding whether to become engaged	1	2.5	1	2.3	2	2.4
*Needing advice about marriage	2	5.0	5	11.6	7	8.4
Going with someone my family won't accept	0	0.0	3	7.0	3	3.6
Afraid of losing the one I love	2	5.0	4	9.3	6	7.2
Breaking up a love affair	1	2.5	2	4.7	3	3.6

TABLE 15 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
*Wondering how far to go with the opposite sex	0	0.0	7	16.3	7	8.4
Wondering if I'll ever get married	5	12.5	2	4.7	7	8.4
Thinking too much about sex matters	4	10.0	1	2.3	5	6.0
*Concerned over proper sex behavior	6	15.0	4	9.3	10	12.0
Finding it hard to control sex urges	1	2.5	0	0.0	1	1.2
Worried about sex diseases	2	5.0	3	7.0	5	6.0
*Needing information about sex matters	4	10.0	4	9.3	8	9.6
Total	68	41.7	95	58.3	163	100.0

*Most troublesome problems

TABLE 16

PROBLEMS FOUND IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS OF
FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH
SCHOOL FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Getting into arguments	4	10.0	8	18.6	12	14.2
Hurting people's feelings	3	7.5	8	18.6	11	13.3
Being talked about	1	2.5	2	4.7	3	3.6
Being made fun of	1	5.0	2	4.7	4	4.8
*Being "different"	0	0.0	1	2.3	1	1.2
Wanting a more pleasing personality	0	0.0	4	9.3	4	4.8
Not getting along well with other people	3	7.5	6	14.0	9	10.8
*Worrying about how I impress people	3	7.5	5	11.6	8	9.6
Too easily led by other people	3	7.5	4	9.3	7	8.4
Lacking leadership ability	3	7.5	4	9.3	7	8.4
Slow in making friends	6	15.0	5	11.6	11	13.3
*Being timid or shy	4	10.0	8	18.6	12	14.2
Feelings too easily hurt	6	15.0	6	14.0	12	14.2
Getting embarrassed too easily	4	10.0	3	7.0	7	8.4
Feeling inferior	4	10.0	4	9.3	8	9.6
Being criticized by others	5	12.5	6	14.0	11	13.3
Being called "high-hat" or "stuck-up"	0	0.0	2	4.7	2	2.4
Being watched by other people	1	2.5	5	11.6	6	7.2
Being left out of things	2	5.0	4	9.3	6	7.2
Having feelings of extreme loneliness	3	7.5	7	16.3	10	12.0
Wanting to be more popular	5	12.5	9	20.9	14	16.9
Disliking someone	3	7.5	1	2.3	4	4.8
Being disliked by someone	3	7.5	1	2.3	4	4.8

TABLE 16 - Continued

Items	Boys		Girls		Total Number	Total	
	Number	Per Cent	Number	Per Cent		Per Cent	
Avoiding someone I don't like	0	0.0	3	7.0	3	3.6	
Sometimes acting childish or immature	0	0.0	5	11.6	5	6.0	
Being too envious or jealous	4	10.0	7	16.3	11	13.3	
Speaking or acting without thinking	2	5.0	6	14.0	8	9.6	
*Feeling that nobody understands me	10	25.0	10	23.3	20	24.1	
*Finding it hard to talk about my troubles	8	20.0	11	25.6	19	22.9	
No one to tell my troubles to	6	15.0	8	18.6	14	16.9	
Total	98	38.4	157	61.6	255	100.0	

*Most troublesome problems

TABLE 17

PROBLEMS FOUND IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS OF
FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH SCHOOL
FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls			
	Number	Per	Number	Per	Number	Per Cent
		Cent		Cent		
Losing my temper	8	20.0	7	16.3	15	18.1
Taking somethings too seriously	1	2.5	6	14.0	7	8.4
Being Nervous	9	22.5	12	27.9	21	25.3
Getting excited too easily	2	5.0	5	11.6	7	8.4
*Worrying	11	27.5	12	27.9	23	27.7
Daydreaming	0	0.0	7	16.3	7	8.4
Being careless	4	10.0	6	14.0	10	12.0
Being lazy	1	2.5	2	4.7	3	3.6
Not taking somethings seriously enough	3	7.5	2	4.7	5	6.0
Moodiness	3	7.5	7	16.3	10	12.0
Troubles making up my mind about things	1	2.5	3	7.0	4	4.8
Afraid of making mistakes	4	10.0	8	18.6	12	14.2
Too easily discouraged	2	5.0	4	9.3	6	9.6
Sometimes wishing I'd never been born	1	2.5	5	11.6	6	9.6
Afraid to be left alone	0	0.0	0	0.0	0	0.0
Failing in so many things I try to do	3	7.5	4	9.3	7	8.4
Can't se the value of most things I do	1	2.5	2	4.7	3	3.6
Unhappy too much of the time	10	20.0	12	27.9	22	26.5
Being stubborn	5	12.5	6	14.0	11	13.3
Tending to exaggerate too much	0	0.0	4	9.3	4	4.8
Having bad luck	1	2.5	4	9.3	5	6.0
Not having any fun	3	7.5	10	23.3	13	15.7
Lacking self-confidence	8	20.0	10	23.3	18	21.7

TABLE 17 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
*Too many personal problems	13	32.5	17	39.5	30	36.1
Having memories of unhappy childhood	2	5.00	9	20.9	11	13.3
Bothered by bad dreams	3	7.5	5	11.6	8	9.6
Sometimes bothered by thoughts of insanity	1	2.5	0	0.0	1	1.2
Thoughts of suicide	2	5.0	2	4.7	4	4.8
Too easily moved to tears	2	5.0	0	0.0	2	2.4
Forgetting things	2	5.0	0	0.0	2	2.4
Total	97	33.2	175	66.8	262	100.0

both boys and girls: There were 11 or 27.5 per cent of the boys and 12 or 27.9 per cent of the girls who checked "worrying" as being most troublesome; 13 or 32.5 per cent of the boys and 17 or 39.5 per cent of the girls indicated that they had "too many personal problems" which were troublesome.

The majority of the boys and girls did not have very much difficulty with the areas of morals and religion, home and family life, and the future. For the distribution of problems and number of students concerned with them see Tables 18, 19, and 20 respectively. However, there were problems found most troublesome in each of the above areas, which are as follows: "under morals and religion," "lack of self-control," "getting into trouble," and "not forgetting some mistakes they have made."

There were six most troublesome problems found under the area of home and family: "parents do not understand me," "father or mother is not living," "being criticized by my parents too much," "parents do not trust me," "unable to discuss certain problems at home," and "talking back to my parents." Under the area of future, the troublesome problems were: "wanting advice on what to do after high school," "deciding on an occupation," and "afraid that I will not be admitted to college."

The majority of the students found no difficulty with the problems in the area of curriculum and teaching procedure as indicated in Table 21. However, it was significant that seven of the problems were found to be most troublesome, and they were: "so often feel restless in class," "not getting along with the teacher,"

TABLE 18

PROBLEMS FOUND IN THE AREA OF MORALS AND RELIGION OF FORTY BOYS AND FORTY-
THREE GIRLS AS REVEALED BY THE HIGH SCHOOL FORM OF THE MOONEY
PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Not going to church often enough	8	20.0	10	23.3	18	21.7
Not living up to my ideal	4	10.0	4	11.6	9	10.8
Puzzled about the meaning of God	2	5.0	2	4.7	4	4.8
Doubting some of the religious things I'm told	3	7.5	3	7.0	6	7.2
Confused on some of my religious beliefs	2	5.0	5	11.6	7	8.4
Parents making me go to church	5	12.5	2	4.7	7	8.4
Disliking church services	3	7.5	0	0.0	3	3.6
Doubting the value of worship and prayer	0	0.0	3	7.0	3	3.6
Wanting to feel close to God	1	2.5	2	4.7	3	3.6
Affected by social or religion	0	0.0	2	4.7	2	2.4
Wondering how to tell right from wrong	1	2.5	1	2.3	2	2.4
Confused on some moral questions	1	2.5	2	4.7	3	3.6
Parents old and foolish in their ideas	2	5.0	2	4.7	4	4.8
Wanting to understand more about the Bible	6	15.0	8	18.6	14	16.9
Wondering what becomes of people when they die	2	5.0	3	7.0	5	6.0
*Can't forget some mistakes I've made	5	12.5	6	14.0	11	13.3
Bothered by ideas of heaven and hell	3	7.5	3	7.0	6	7.2
Afraid God is going to punish me	4	10.0	4	9.3	8	9.6
Troubled by the bad things other kids do	4	10.0	5	11.6	9	10.8
Being tempted to cheat in class	4	10.0	4	9.3	8	9.6
Sometimes lying without meaning to	4	10.0	5	11.6	9	10.8
Swearing-dirty stories	4	10.0	4	9.3	8	9.6
Having a certain bad habit	4	10.0	5	11.6	9	10.8

TABLE 18 - Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Being unable to break a bad habit	11	27.5	10	23.3	21	25.3
*Lacking self-control	12	30.0	11	25.6	23	27.7
Sometimes not being as honest as I should be	3	7.5	5	11.6	8	9.6
*Getting into trouble	9	22.5	3	7.0	12	14.2
Giving into temptations	3	7.5	9	20.0	12	14.2
Having a troubled or guilty conscience	2	5.0	4	9.3	6	7.2
Being punished for something I didn't do	4	10.0	2	4.7	6	7.2
Total	118	47.2	132	52.8	250	100.0

*Most troublesome problems

TABLE 19

PROBLEMS FOUND IN THE AREA OF HOME AND FAMILY OF FORTY BOYS AND FORTY-
THREE GIRLS AS REVEALED BY THE HIGH SCHOOL FORM OF THE
MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total	
	Number	Per Cent	Number	Per Cent		Per Cent	
Worried about a member of the family	2	5.0	3	7.0	5	6.0	
Sickness in the family	2	5.0	0	0.0	2	2.4	
Parents sacrificing too much for me	2	5.0	2	4.7	4	4.8	
*Parents not understanding me	12	30.0	11	25.6	23	27.7	
Being treated like a child at home	2	5.0	1	2.3	3	3.6	
Not living with parents	1	2.5	2	4.7	3	3.6	
Parents separated or divorced	4	10.0	4	9.3	8	9.6	
*Father or mother not living	2	5.0	4	9.3	6	7.2	
Not having fun with mother or dad	2	5.0	2	4.7	4	4.8	
Feeling I don't really have a home	2	5.0	2	4.7	4	4.8	
*Being criticized by my parents	3	7.5	3	7.0	6	7.2	
Parents favoring a brother or sister	2	5.0	1	2.3	3	3.6	
Mother	2	5.0	3	7.0	5	6.0	
Father	1	2.5	0	0.0	1	1.2	
Death in the family	0	0.0	0	0.0	0	0.0	
Being an only child	0	0.0	0	0.0	0	0.0	
Not getting along with a brother or sister	2	5.0	0	0.0	2	2.4	
Parents making too many decisions for me	1	2.5	0	0.0	1	1.2	
*Parents not trusting me	5	12.5	4	9.3	9	10.8	
Wanting more freedom at home	0	0.0	0	0.0	0	0.0	
Clash of opinions, between me and my parents	1	2.5	1	2.3	2	2.4	
*Talking back to my parents	3	7.5	6	14.0	9	10.8	
Parents expecting too much of me	1	2.5	3	7.0	4	4.8	

TABLE 19 - Continued

Items	Boys		Girls		Total Number	Total	
	Number	Per Cent	Number	Per Cent		Per Cent	
Wanting love and affection	4	10.0	1	2.3	5	6.0	
Wishing I had a different family background	1	2.5	4	9.3	5	6.0	
Friends not welcome at home	0	0.0	6	14.0	6	7.2	
Family quarrels	6	15.0	0	0.0	6	7.2	
*Unable to discuss certain problems at home	9	22.5	10	23.3	19	22.9	
Wanting to leave home	0	0.0	2	4.7	2	2.4	
Not telling parents everything	3	2.5	5	11.6	8	9.6	
Total	75	48.4	80	51.6	155	100.0	

*Most troublesome problems

TABLE 20

PROGRAMS FOUND IN THE AREA OF THE FUTURE - VOCATIONAL AND EDUCATIONAL -
OF FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH
SCHOOL FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Unable to enter desired vocation	2	5.0	4	9.3	6	7.2
Doubting the wisdom of my vocational choice	0	0.0	3	7.0	3	3.6
Needing to know my vocational abilities	4	10.0	4	9.3	8	9.6
Doubting I can get a job in my chosen vocation	2	5.0	4	9.3	6	7.2
*Wanting advice on what to do after high school	8	20.0	10	23.3	18	21.7
*Needing to decide on an occupation	9	22.5	6	14.0	15	18.1
Needing to know about occupations	7	17.5	6	14.0	13	15.7
Restless to get out of school and into a job	6	15.0	7	16.3	13	15.7
Can't see that school work is doing me any good	2	5.0	4	9.3	6	7.2
Want to be on my own	4	10.0	4	9.3	8	9.6
Choosing best subjects to take next term	2	5.0	4	9.3	6	7.2
Choosing best subjects to prepare for college	4	10.0	4	9.3	8	9.6
Choosing best subjects to prepare for a job	5	12.5	5	11.6	10	12.0
Getting needed training for a given occupation	2	5.0	4	9.3	6	7.2
Working to learn a trade	7	17.5	4	9.3	11	13.3
Deciding whether or not to go to college	4	10.0	7	16.3	11	13.3
Needing to decide on a particular college	5	12.5	4	9.3	9	10.8
Needing to know more about college	4	10.0	5	11.6	9	10.8
*Afraid I won't be admitted to a college	8	20.0	11	25.6	19	22.9
Afraid I will never be able to go to college	4	10.0	4	9.3	8	9.6
Lacking training for a job	7	17.5	8	18.6	15	18.1
Lacking work experience	6	15.0	5	11.6	11	13.3
Afraid of unemployment after graduation	0	0.0	3	7.0	3	3.6

TABLE 20 - Continued

Items	Boys		Girls		Total	
	Number	Per	Number	Per	Number	Total
		Cent		Cent		Per Cent
Doubting ability to handle a good job	2	5.0	3	7.0	5	6.0
Don't know how to look for a job	3	7.5	4	9.3	7	8.4
Not knowing what I really want	2	5.0	4	9.3	6	7.2
Needing to plan ahead for the future	4	10.0	4	9.3	9	9.6
Family opposing some of my plans	2	5.0	5	11.6	7	8.4
Afraid of the future	8	20.0	11	25.6	19	22.9
Concerned about military service	2	5.0	0	0.0	2	2.4
Total	125	45.3	151	54.7	276	100.0

TABLE 21

PROBLEMS FOUND IN THE AREA OF CURRICULUM AND TEACHING PROCEDURE OF
FORTY BOYS AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH SCHOOL
FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Not enough good books in the library	1	2.5	2	4.7	3	3.6
Too much work required in some subjects	2	5.0	2	4.7	4	4.8
Not allowed to take some subjects I want	0	0.0	2	4.7	2	2.4
*Not getting along with a teacher	7	17.5	5	11.6	12	14.2
School is too strict	3	7.5	3	7.0	6	7.2
*Classes too dull	5	12.5	5	11.6	10	12.0
Teachers lacking personality	1	2.5	3	7.0	4	4.8
*Teachers lacking interest in students	6	15.0	4	9.3	10	12.0
Teachers not friendly to students	2	5.0	6	14.0	8	9.6
Not getting personal help from the teachers	6	15.0	2	4.7	8	9.6
*Teachers not considerate of students' feelings	5	12.5	5	11.6	10	12.0
Teachers not practicing what they preach	1	2.5	1	2.3	2	2.4
Too many poor teachers	0	0.0	2	4.7	2	2.4
Grades unfair as measures of ability	0	0.0	1	2.3	1	1.2
Unfair tests	2	5.0	3	7.0	5	6.0
School activities poorly organized	2	5.0	2	4.7	4	4.8
Students not given enough responsibility	3	7.5	2	4.7	5	6.0
Not enough school spirit	1	2.5	4	9.3	5	6.0
Lunch hour too short	4	10.0	2	4.7	6	7.2
Poor assemblies	1	2.5	1	2.3	5	6.0
*Having no suitable place to study at home	3	7.5	4	9.3	7	8.4
Family not understanding what I have to do in school	3	7.5	4	9.3	7	8.4
Wanting subjects not offered by the school	3	7.5	3	7.0	6	7.2
Made to take subjects I don't like	4	10.0	3	7.0	7	8.4

TABLE 21 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Subjects not related to everyday life	5	12.5	5	11.6	10	12.0
*Textbooks too hard to understand	5	12.5	6	14.0	11	13.3
Teachers too hard to understand	5	12.5	5	11.6	10	12.0
*So often feel restless in classes	8	20.0	9	20.9	17	20.5
Too little freedom in classes	5	12.5	10	23.3	15	18.1
Not enough discussion in classes	5	12.5	0	0.0	5	6.0
Total	98	48.0	106	52.0	204	100.0
*Most troublesome problems						

"teacher is not considerate of the student's feelings," "teacher lacking interest in the students," and "textbooks too hard to understand."

While more students indicated that they had problems in the area of adjustment to school than they did in the above area, there was little difference. For distribution of the problems and the number of students having them see Table 22. Furthermore, there were only three most troublesome problems found among the students under this area and they were: "unable to express myself well in words," "could not keep my mind on my studies," and "getting low grades."

A summary of the problems of the 40 boys and 43 girls by areas as revealed by the Mooney Problem Check List can be located in Table 23.

According to Table 24, in response to the question asked of the 40 boys and 43 girls, "Would you like to have more chances in school to write, think and discuss matters of personal concern to you?" it was revealed that 12 or 30 per cent of the boys and 24 or 55.8 per cent of the girls answered "yes" and five or 12.5 per cent of the boys and five or 11.6 per cent of the girls said "no." There was no response from 23 or 57.5 per cent of the boys and 14 or 32.6 per cent of the girls.

In another question asked of these same boys and girls, "If you had the chance would you like to talk to someone about some of the problems you have marked on the list?." Again the response revealed that more said "yes" than "no," in Table 25. Of the 40 boys 21 or 52.5 per cent and of the girls 24 or 58.8 per cent answered "yes" while four or 10 per cent of the boys and two or 4.7 per cent

TABLE 22

PROBLEMS FOUND IN THE AREA OF ADJUSTMENT TO SCHOOL WORK OF FORTY BOYS
AND FORTY-THREE GIRLS AS REVEALED BY THE HIGH SCHOOL
FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Missing too many days of school	6	15.0	3	7.0	9	10.8
Being a grade behind in school	4	10.0	3	7.0	7	8.4
Adjusting to a new school	2	5.0	1	2.3	3	3.6
Taking the wrong subjects	3	7.5	2	4.7	5	6.0
Not spending enough time in study	12	30.0	12	27.9	24	28.9
Not really interested in books	10	25.0	0	0.0	10	12.0
*Unable to express myself well in words	10	25.0	8	18.6	18	21.7
Vocabulary too limited	8	20.0	6	14.0	14	16.9
Trouble with oral reports	8	20.0	6	14.0	14	16.0
Afraid to speak up in class discussion	9	22.5	5	11.6	14	16.9
Not getting studies done on time	7	17.5	6	14.0	13	15.7
Not liking school	9	22.5	5	11.6	14	16.9
Not interested in some subjects	9	22.5	7	16.3	16	19.3
*Can't keep my mind on my studies	8	20.0	10	23.3	18	21.7
Don't know how to study effectively	9	22.5	7	16.3	16	19.3
Trouble with mathematics	9	22.5	11	25.6	20	24.1
Weak in writing	9	22.5	4	9.3	13	15.7
Weak in spelling or grammar	12	30.0	3	7.0	15	18.1
Trouble in outlining or note taking	10	25.0	3	7.0	13	15.7
Trouble in organizing papers and reports	10	25.0	3	7.0	13	15.7
Don't like to study	12	30.0	5	11.6	17	20.5
Poor memory	1	30.0	4	9.3	11	13.3

TABLE 22 - Continued

Items	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Slow in reading	9	22.5	7	16.3	16	19.3
Worrying about grades	8	20.0	4	9.3	12	14.2
Worrying about examinations	8	20.0	5	11.6	13	15.7
*Getting low grades	16	40.0	14	32.6	30	36.1
Just can't get some subjects	10	25.0	4	9.3	14	16.9
Not smart enough	12	30.0	4	9.3	16	19.3
Afraid of failing in school work	11	27.5	4	9.3	16	19.3
Wanting to quit school	7	17.5	2	4.7	9	10.8
Total	264	62.6	158	37.4	422	100.0

*Most troublesome problems

TABLE 23

TOTAL NUMBER OF ITEMS UNDER EACH AREA CHECKED BY THE EIGHTY-THREE
HIGH SCHOOL STUDENTS AS REVEALED BY THE MOONEY PROBLEM
CHECK LIST

Areas	Boys		Girls		Total Number	Total Per Cent
	Number	Per Cent	Number	Per Cent		
Health and physical development	100	36.4	175	63.6	275	100.0
Finance, living conditions, and employment	155	59.6	105	40.4	260	100.0
Social and recreational activities	97	48.0	105	52.0	202	100.0
Social-psychological relations	98	38.4	157	61.6	255	100.0
Personal-psychological relations	97	33.2	175	66.8	262	100.0
Courtship, sex and marriage	68	41.7	95	58.3	163	100.0
Home and family	75	49.7	80	50.3	155	100.0
Morals and Religion	118	47.2	132	52.8	250	100.0
Adjustment to school work	264	62.6	158	37.4	422	100.0
The future-vocational and educational	125	45.3	151	54.7	276	100.0
Curriculum and teaching procedure	98	48.0	106	52.0	204	100.0
Total	1485	54.5	1239	45.5	2724	100.0

of the girls answered "no." There was no response from 15 or 37.5 per cent of the boys and 17 or 36.5 per cent of the girls.

TABLE 24

THE RESPONSE OF 40 BOYS AND 43 GIRLS TO THE QUESTION,
"WOULD YOU LIKE TO HAVE MORE CHANCES IN SCHOOL
TO WRITE, THINK ABOUT AND DISCUSS MATTERS OF
PERSONAL CONCERN TO YOU?" AS OBTAINED
FROM THE HIGH SCHOOL FORM OF THE MOONEY
PROBLEM CHECK LIST

Response	Boys		Girls		Total	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	12	30.0	24	55.8	36	43.4
No	5	12.5	5	11.6	10	12.0
No Response	23	57.5	14	32.6	37	44.6
Total	40	100.0	43	100.0	46	100.0

TABLE 25

THE RESPONSE OF 40 BOYS AND 43 GIRLS TO THE QUESTION,
"IF YOU HAD THE CHANCE, WOULD YOU LIKE TO TALK TO
SOMEONE ABOUT SOME OF THE PROBLEMS YOU HAVE
MARKED ON THE LIST?" AS OBTAINED FROM THE
HIGH SCHOOL FORM OF THE MOONEY PROBLEM
CHECK LIST

Response	Boys		Girls		Total	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	21	52.5	24	58.8	45	54.2
No	4	10.0	2	4.7	6	7.2
No Response	15	37.5	17	36.5	32	38.6
Total	40	100.0	43	100.0	83	100.0

Occupational Interest Inventory.--This inventory was given to 63 ninth grade boys and girls of Eva Thomas High School in order to discover their occupational interests. The inventory yields three groups of scores which are arranged as follows:

Field of interests - The Inventory is made up of items describing occupational activities in which the vast majority of our working population is engaged. These activities are arranged into six fields and a brief description of each follows: personal-social--having a desire to improve the lots of others; natural--having interest in agriculture and the protection of natural resources; mechanical--having interest in taking things apart and putting them together; business--includes business contact and business detail or office pursuits; the arts--includes music, drama, literature and art; and the sciences--desire to understand and manipulate physical environment.

An analysis of the above components as indicated by the raw scores, percentiles and percentage of the 63 ninth grade boys and girls involved in this study, revealed that boys showed higher interest in the personal-social component than the girls. Of the 28 boys 20 or 71.4 per cent were interested in improving the lot of others to an extent which placed them above the national norm, but 20 or 57.1 per cent of the 35 girls' percentile rank score was at or exceeded the national norm of 50. The mean raw scores of boys and girls were 18.14 which was at the 60th percentile and 23.46 which was at the 40th percentile respectively. See Table 26.

The data on the natural component revealed that the girls showed more interest in comparison with other girls than did the

TABLE 26

DISTRIBUTION OF DATA ON THE PERSONAL-SOCIAL COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE
TENTH GRADE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
27 +	2	* 7.1	34 +	0	0.0	2	* 3.2
26	3	*10.7	33	0	0.0	3	* 4.8
25	1	3.6	31-32	1	*2.9	2	* 3.2
24	0	0.0	30	1	*2.9	1	* 1.6
22-23	2	* 7.1	28-29	3	*8.6	5	* 7.9
20-21	3	*10.7	27	1	*2.9	4	* 6.3
18-19	4	*14.3	26	6	*7.1	10	*15.9
16-17	5	*17.9	24-25	8	*22.9	13	*20.6
14-15	4	14.3	23	1	2.9	5	7.9
12-13	1	3.6	21-22	7	20.0	8	12.7
10-11	0	0.0	19-20	2	5.7	2	3.2
9	1	3.6	18	0	0.0	1	1.6
7-8	1	3.6	17	1	2.9	2	3.2
6	0	0.0	16	2	5.7	2	3.2
0-5	1	3.6	0-15	2	5.7	3	4.8
Total	28	100.0		35	100.0	63	100.0

*Scores at and above the national norm of 50

Mean for the boys = 18.14 which was at the 60th percentile
Mean for the girls = 23.46 which was at the 40th percentile

boys when compared to other boys in this area. Eleven or 34.4 per cent of the girls seemed to have been concerned with the protection of natural resources in that they scored above the 50th percentile, while only eight or 28.6 per cent of the boys were similarly interested and both of these percentages were at or exceeded the 50th percentile. However, the boys and the girls mean raw scores were below the national norm of 50; they were 14.78 which was at the 40th percentile and 11.03 which was at the 40th percentile respectively. For a perusal of these data see Table 27.

One would assume that more boys than girls would be interested in taking things apart and putting them back together. However, this was not so in this instance, for in the mechanical area more girls than boys showed a higher interest. Of the 35 girls, 16 or 45.8 per cent expressed preference at or beyond the national norm of 50. Their mean raw score was 12.80 which was at the 50th percentile. On the other hand, 10 or 35.6 per cent of the 28 boys were at or above the national norm with a mean raw score of 20.71, a percentile of 40 in Table 28.

Since the profit motive plays the predominant role in the business component it appeared that the boys were concerned with the profit because they showed considerably high interest in business contact, details or office pursuit. Almost all of the boys involved were interested in this area. Twenty-four or 85.7 per cent of the 28 boys were at or above the national norm. The mean raw score for the boys was 22.18, a percentile of 60. Seventeen or 48.6 per cent of the girls appeared business minded. However, their mean raw score was 26.29 which was at the 40th percentile in Table 29.

TABLE 27

DISTRIBUTION OF DATA ON THE NATURAL COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED BY SIXTY-THREE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
37+	0	0.0	33+	0	0.0	0	0.0
38-36	0	0.0	28-32	0	0.0	0	0.0
32-34	0	0.0	25-27	0	0.0	0	0.0
28-31	1	* 3.6	20-24	1	* 2.9	2	* 3.2
26-27	1	* 3.6	18-19	0	0.0	1	* 1.6
24-25	2	* 7.1	16-17	4	*11.4	6	* 9.5
22-23	4	*14.3	15	2	5.7	6	* 9.5
20-21	0	0.0	13-14	4	*11.4	4	* 6.3
18-19	0	0.0	11-12	7	20.0	7	11.1
16-17	2	7.1	10	6	17.1	8	12.7
14-15	2	7.1	9	5	14.3	7	11.1
12-13	5	17.9	5-8	3	8.6	8	12.7
11	3	10.7	4	1	2.9	4	6.3
9-10	6	21.4	3	1	2.9	7	11.1
0-8	2	7.1	0-2	1	2.9	3	4.8
Total	28	100.0		35	100.0	63	100.0

*Scores at and above equal or exceed the national norm of 50

Mean for the boys = 14.78 which was at the 40th percentile

Mean for the girls = 11.03 which was at the 40 percentile

TABLE 28

DISTRIBUTION OF DATA ON THE MECHANICAL COMPONENTS OF THE
OCCUPATIONAL INTEREST INVENTORY AS OBTAINED BY SIXTY-
THREE NINTH GRADE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
34+	0	0.0	28+	0	0.0	0	0.0
32-33	0	0.0	27	0	0.0	0	0.0
31	0	0.0	25-26	0	0.0	0	0.0
30	2	* 7.1	23-24	0	0.0	2	* 3.2
28-29	0	0.0	21-22	1	* 2.9	1	* 1.6
26-27	2	* 7.1	19-20	0	0.0	2	* 3.2
24-25	4	14.3	17-18	7	*20.0	11	*17.5
22-23	4	14.3	13-16	8	*22.9	10	*15.9
20-21	5	17.9	11-12	5	14.3	10	15.9
18-19	4	14.3	10	2	5.7	6	9.5
16-17	4	14.3	9	3	8.6	7	11.1
14-15	1	3.6	8	3	8.6	4	6.3
12-13	0	0.0	7	1	2.9	1	1.6
9-11	1	3.6	6	3	8.6	4	6.3
0-8	3	10.7	0-5	2	5.7	5	7.9
Total	28	100.0		35	100.0	63	100.0

*Scores at and above equal or exceed the national norm of 50

Mean for the boys = 20.71 which was at the 40th percentile
Mean for the girls = 12.80 which was at the 50th percentile

TABLE 29

DISTRIBUTION OF DATA ON THE BUSINESS COMPONENT OF THE
OCCUPATIONAL INTEREST INVENTORY AS OBTAINED FROM
SIXTY-THREE NINTH GRADE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
34 +	0	0.0	38 +	0	0.0	0	0.0
33	0	0.0	37	0	0.0	0	0.0
30-32	1	* 3.6	36	0	0.0	1	* 1.6
27-29	2	* 7.1	34-35	1	* 2.9	3	* 4.8
25-26	7	*25.0	32-33	6	*17.1	13	*20.6
23-24	5	*17.9	30-31	3	* 8.6	8	*12.7
21-22	4	*14.3	29	4	*11.4	8	*12.7
19-20	5	*17.9	27-28	3	* 8.6	8	*12.7
17-18	1	3.6	25-26	9	25.7	10	15.9
16	1	3.6	21-24	3	8.6	4	6.3
12-15	1	3.6	20	3	8.6	4	6.3
10-11	0	0.0	17-19	1	2.9	1	1.6
9	0	0.0	15-16	1	2.9	1	1.6
8	1	3.6	10-14	1	2.9	2	3.2
0-7	0	0.0	0-9	0	0.0	0	0.0
Total	28	100.0		35	100.0	63	100.0

*Scores at and above or exceed the national norm of 50

Mean for the boys = 22.18 which at the 60th percentile
Mean for the girls = 26.29 which at the 40th percentile

It was surprising that in the area of art, which included esthetic qualities of life through everyday activities such as the arranging of flowers and furniture in the home and landscaping, that boys would be more interested than girls. Of the total number involved in this study, 13 or 46.4 per cent of the boys were at or above the national norm and 12 or 34.4 per cent of the girls were likewise. Both mean raw scores were below the national norm of 50; boys being 17.21 and girls 18.63 percentiles of 40 and 20 respectively in Table 30.

The science component appeared to have been more appealing to girls than boys. Of the 35 girls involved in the study 21 or 60 per cent were desirous of understanding and manipulating the physical environment to a point which was at or exceeded the national norm and their mean raw score was 16.40, below the national norm of 50. The boys interested in this area did not match the girls for only 11 or 39.4 per cent of the boys were at or above the national norm, but their mean raw score was 19.18 which was at the 30th percentile as compared to the national norm of 50 in Table 31.

Types of interest - Ninety carefully chosen items, keyed throughout the Field of Interests constitute the three types, verbal, manipulative and computational. The types are designed to delineate in sharper focus the interests identified by the six fields. A brief description of each of the three types follows: verbal - desirous of communicating ideas successfully; manipulative - enjoy working with things; and computational - consisting of items dealing with numerical symbols and concepts.

An analysis of the verbal component revealed that the boys

TABLE 30

DISTRIBUTION OF DATA ON THE ARTS COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH
GRADE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total		"
	Number	Per Cent		Number	Per Cent	Number	Per Cent	
31+	0	0.0	37+	0	0.0	0	0.0	
29-30	0	0.0	36	0	0.0	0	0.0	
27-28	1	* 3.6	34-35	0	0.0	1	* 1.6	
25-26	3	*10.8	32-33	0	0.0	3	* 4.8	
23-24	1	* 3.6	30-31	3	* 8.6	4	* 6.3	
21-22	1	* 3.6	29	0	0.0	1	* 1.6	
20	1	* 3.6	27-28	3	* 8.6	4	* 6.3	
18-19	6	*21.4	24-26	6	*17.1	12	*19.1	
17	2	7.1	22-23	6	17.1	8	12.7	
16	2	7.1	20-21	7	20.0	9	14.3	
15	3	10.7	18-19	3	8.6	6	9.5	
13-14	4	14.3	17	0	0.0	4	6.3	
10-12	3	10.7	13-16	4	11.4	7	11.1	
9	0	0.0	12	3	8.6	3	4.8	
0-8	1	3.6	0-11	0	0.0	1	1.6	
Total	28	100.0		35	100.0	63	100.0	

*Scores at and above equal or exceed the national norm of 50

Mean for the boys = 17.21 which was at the 40th percentile

Mean for the girls = 18.63 which was at the 20th percentile

TABLE 31

DISTRIBUTION OF DATA ON THE SCIENCES COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH GRADE
STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
36+	0	0.0	32+	1	* 2.9	1	* 1.6
35	0	0.0	31	0	0.0	0	0.0
33-34	0	0.0	29-30	0	0.0	0	0.0
30-32	1	* 3.6	27-28	3	* 8.6	4	* 6.3
28-29	1	* 3.6	24-26	2	* 5.7	3	* 4.8
27	0	0.0	23-24	6	*17.1	6	* 9.5
24-26	4	*14.3	21-22	3	* 8.6	7	*11.1
22-23	5	*17.9	19-20	6	*17.1	11	*17.5
21	0	0.0	18	2	5.7	2	3.2
19-20	5	17.9	16-17	2	5.7	7	11.1
16-18	3	10.7	13-15	6	17.1	9	14.3
14-15	5	17.9	12	0	0.0	5	7.9
13	3	10.7	10-11	2	5.7	5	7.9
11-12	0	0.0	9	1	2.9	1	1.6
0-10	1	3.6	0-8	1	2.9	2	3.2
Total	28	100.0		35	100.0	63	100.0

*Scores at and above equal or exceed the national norm of 50

Mean for the boys = 19.18 which was at the 30th percentile

Mean for the girls = 16.40 which was at the 30th percentile

were more interested in the successful communication of ideas than were the girls. Of the total number of boys, 23 or 82.1 per cent were at and above the national norm and their mean raw score was 14.67 which was at the 60th percentile. While 20 or 56.2 per cent of the girls were at or exceeded the national norm with a mean raw score of 20.74, a percentile of 40 in Table 32.

The data obtained from the manipulative component revealed that 14 or 50 per cent of the total number of boys enjoyed working with things and were at or exceeded the national norm, with a 14.12 mean raw which was at the 50th percentile. While 20 or 57.1 per cent of the girls were at or exceeded the national norm and their mean raw score was 19.03 per cent, a percentile of 50 in Table 33.

The computational component consisted of items dealing with numerical symbols and concepts, in which area the boys were noticeably interested. Out of the 28 boys engaged in this study 23 or 82.1 per cent were at or beyond the national norm. Furthermore, their mean raw score was above the norm which was 70 in Table 34. Nevertheless, of the 35 girls 22 or 62.9 per cent were at or exceeded the national norm and their mean raw score was 18.63 which was at the 70th percentile.

Level of interests - It is possible for an individual to have a high average, or low level of interests score regardless of his basic interest pattern. This score provides an additional clue to the level of occupation which should be investigated and considered.

The data of the level of interests revealed that, out of the 28 boys involved in this study 16 or 57.1 per cent were at or exceeded the national norm with a mean raw score of 62.57 which was

TABLE 32

DISTRIBUTION OF DATA ON THE VERBAL COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH GRADE
STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
30	0	0.0	30	0	0.0	0	0.0
28-29	0	0.0	29	0	0.0	0	0.0
26-27	0	0.0	28	0	0.0	0	0.0
22-25	1	* 3.6	26-27	3	* 8.6	4	* 6.3
18-21	8	*28.6	25	3	* 8.6	11	*17.5
16-17	5	*17.9	24	2	* 5.7	7	*11.1
13-15	5	*17.9	23	7	*20.0	12	*19.1
11-12	4	*14.3	22	5	*14.3	9	*14.3
8-10	3	10.7	20-21	4	11.4	7	11.1
6-7	0	0.0	17-19	7	20.0	7	11.1
4-5	0	0.0	13-16	3	8.6	3	4.8
3	2	7.1	9-12	1	2.9	3	4.8
2	0	0.0	5-8	0	0.0	0	0.0
1	0	0.0	3-4	0	0.0	0	0.0
0	0	0.0	0-2	0	0.0	0	0.0
Total	28	100.0		35	100.0	63	100.0

*Scores at and above the national norm of 50

Mean for the boys = 14.67 which was at the 60th percentile

Mean for the girls = 20.74 which was at the 40th percentile

TABLE 33

DISTRIBUTION OF DATA ON THE MANIPULATIVE COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH GRADE
STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
29 +	0	0.0	29+	0	0.0	0	0.0
27-28	0	0.0	28	0	0.0	0	0.0
25-26	0	0.0	27	2	* 5.7	2	* 3.2
23-24	0	0.0	26	1	* 2.9	1	* 1.6
21-22	1	* 3.6	25	1	* 2.9	2	* 3.2
19-20	3	*10.7	24	3	* 8.6	6	* 9.5
16-18	7	*25.0	22-23	7	*20.0	14	*22.2
14-15	3	10.7	19-21	8	*22.9	11	*17.5
11-13	9	32.1	14-18	8	22.9	17	27.0
10	3	10.7	10-13	2	5.7	5	7.9
8-9	1	3.6	7-9	2	5.7	3	4.8
6-7	1	3.5	5-6	0	0.0	1	1.6
4-5	0	0.0	4	1	2.9	1	1.6
3	0	0.0	3	0	0.0	0	0.0
0-2	0	0.0	0-2	0	0.0	0	0.0
Total	28	100.0		35	100.0	63	100.0

*Scores at and above the national norm of 50

Mean for the boys = 14.12 which was at the 50th percentile

Mean for the girls = 19.03 which was at the 50th percentile

TABLE 34

DISTRIBUTION OF THE COMPUTATIONAL COMPONENT OF THE OCCUPATIONAL
INTEREST INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH GRADE
STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
24+	0	0.0	27+	0	0.0	0	0.0
23	0	0.0	26	1	2.9	1	1.6
20-22	1	* 3.6	24	2	5.7	3	4.8
17-19	1	* 3.6	24	5	14.3	6	9.5
15-16	7	*25.0	21-23	4	11.4	11	17.5
13-14	9	*32.1	19-20	5	14.3	14	22.2
12	3	*10.7	18	3	8.6	6	9.5
10-11	2	* 7.1	17	3	* 5.7	4	* 6.3
7-9	3	10.7	15-16	6	17.1	6	14.3
6	0	0.0	12-14	6	17.1	6	9.5
5	0	0.0	11	0	0.0	0	0.0
4	1	3.6	10	0	0.0	1	1.6
3	0	0.0	9	0	0.0	0	0.0
2	0	0.0	5-8	1	2.9	1	1.6
0-1	1	3.6	0-4	0	0.0	1	1.6
Total	28	100.0		35	100.0	63	100.0

*Scores at and above the national norm of 50

Mean for the boys = 12.68 which was at the 70th percentile

Mean for the girls = 18.63 which was at the 70th percentile

at the 40th percentile as compared to the national norm of 50. The girls' basic interest was a little above the boys in this area, for 20 or 57.1 per cent of the girls were at or exceeded the national norm and possessed a mean raw score of 61.80 which was at the 60th percentile as compared to the national norm of 50 in Table 35.

The percentile scores of 70 and above were used as a basis for determining the agreement of the stated interest and tested interest of the ninth grade students. Tables 36 and 37 show the scores made by each of the students in all areas of the Occupational Interest Inventory.

A very significant point as revealed by the results of this study was the wide variation between the stated occupational interest of the 63 ninth grade boys and girls and their tested interest. Only nine or 3.21 per cent of the 28 boys stated interest agreed with their tested interest. While 14 or four per cent of the 35 girls stated interest agreed with their tested interest in Tables 38 and 39, respectively.

The occupational preference of these girls and boys ranged from construction workers to doctors. Of the 28 boys, six or 2.1 per cent expressed interest in becoming professional athletes, which was the largest number of boys interested in any single occupation. As expected, no girls preferred this occupation. However, 12 or 3.4 per cent of the 35 girls were found to be interested in becoming a nurse which was the largest number of girls interested in a single occupation in Table 40.

Kuder Preference Record-Vocational.--This inventory was designed to show the relative interest in a small number of broad areas.

TABLE 35

DISTRIBUTION OF THE LEVEL OF INTERESTS OF THE OCCUPATIONAL INTEREST
INVENTORY AS OBTAINED FROM SIXTY-THREE NINTH GRADE STUDENTS

Raw Scores	Boys		Raw Scores	Girls		Total	
	Number	Per Cent		Number	Per Cent	Number	Per Cent
83+	0	0.0	81+	2	* 5.7	2	* 3.2
80-82	0	0.0	76-80	0	0.0	0	0.0
77-79	1	* 3.6	74-75	0	0.0	1	* 1.6
73-75	2	* 7.1	69-73	5	*14.3	7	*11.1
72	1	* 3.5	67-68	6	*17.1	7	*11.1
69-71	3	*10.7	65-66	2	* 5.7	5	* 7.9
65-68	3	*10.7	62-64	2	* 5.7	5	* 7.9
63-64	6	*21.4	60-61	*3	* 8.6	9	*14.3
59-62	5	17.9	58-59	4	11.4	9	14.3
58	1	3.6	56-57	4	11.4	5	7.9
57	0	0.0	53-55	4	11.4	4	6.3
48-56	5	17.9	49-52	2	5.7	7	11.1
35-47	1	3.6	45-48	0	0.0	1	1.6
28-34	0	0.0	36-44	0	0.0	0	0.0
0-27	0	0.0	0 -35	1	2.9	1	1.6
Total	28	100.0		35	100.0	63	100.0

*Scores at and above the national norm of 50

Mean for the boys = 62.57 which was at the 40th percentile
Mean for the girls = 61.80 which was at the 60th percentile

TABLE 36

DISTRIBUTION OF THE COMPARISON BETWEEN THE TESTED INTEREST AND
THE STATED INTEREST AS OBTAINED FROM THE
TWENTY-EIGHT NINTH GRADE BOYS

Student Number	Personal Social	Natural	Mechanical	Business	The Arts	The Sciences
1	80	60	20	60	10	40
2	60	40	30	95	50	50
3	90	30	80	50	5	50
4	60	60	40	70	50	30
5	70	40	30	60	80	40
6	20	20	50	60	80	40
7	60	30	30	80	20	60
8	30	20	40	70	10	80
9	30	80	20	80	90	30
10	80	40	60	50	20	50
11	98	30	10	80	90	40
12	95	40	30	80	50	20
13	60	70	20	50	2	10
14	40	10	60	90	5	40
15	99	20	30	50	5	50
16	50	90	60	70	40	40
17	80	30	20	60	50	40
18	60	40	90	80	20	40
19	50	30	70	80	50	50
20	98	40	30	90	10	20
21	50	20	60	70	50	60
22	50	40	30	70	95	40
23	98	60	20	80	10	50
24	70	30	70	10	90	50
25	40	70	90	10	5	30

TABLE 36 - Continued

Student Number	Personal Social	Natural	Mechanical	Business	The Arts	The Sciences
26	70	40	40	70	70	30
27	50	30	40	50	5	40
28	40	50	30	20	20	30

TABLE 37

DISTRIBUTION OF THE COMPARISON BETWEEN THE TESTED INTEREST AND
THE STATED INTEREST AS OBTAINED FROM THE
THIRTY-FIVE NINTH GRADE GIRLS

Student Number	Personal Social	Natural	Mechanical	Business	The Arts	The Sciences
1	30	20	30	10	60	70
2	30	70	50	20	40	30
3	40	60	50	20	30	90
4	50	20	40	80	5	50
5	70	30	5	80	10	50
6	60	40	40	80	50	80
7	80	50	40	20	10	40
8	20	70	50	50	30	40
9	50	5	10	80	80	40
10	60	30	60	5	1	70
11	30	30	50	20	50	90
12	40	50	5	10	80	50
13	90	40	50	30	20	30
14	50	70	50	40	1	20
15	40	30	60	5	10	80
16	80	10	5	60	60	40
17	50	40	40	90	40	60
18	60	40	60	10	5	40
19	40	70	5	50	50	60
20	30	50	5	80	80	60
21	50	90	80	50	40	40
22	50	50	50	40	10	30
23	40	50	50	5	1	90
24	50	40	10	20	30	20
25	60	10	10	5	50	70
26	20	30	60	30	40	30

TABLE 37 - Continued

Student Number	Personal Social	Natural	Mechanical	Business	The Arts	The Sciences
27	60	40	60	30	40	70
28	50	30	20	70	30	50
29	10	20	40	70	50	50
30	30	30	30	50	40	70
31	20	40	30	1	5	40
32	40	10	20	20	30	40
33	30	30	30	40	20	50
34	20	40	50	5	2	30
35	30	30	40	10	5	30

TABLE 38
TYPES OF INTERESTS

Student Number	Verbal	Manipulative	Computational	Level of Interests	Personal Preference	Agree- ment
1	80	30	60	20	Bus driver	-
2	70	40	95	70	Pilot	-
3	80	80	70	60	Auto mech.	+
4	40	60	70	50	Engineer	-
5	80	30	80	1	Professional	+
					Athlete	-
6	50	20	80	95	Scientist	-
7	60	30	80	60	Car Designer	+
8	50	60	70	50	Engineer	+
9	60	50	70	90	Professional	+
					Athlete	+
10	60	50	70	50	T.V. Technician	+
11	80	70	70	5	Athlete	-
12	95	70	60	60	Athlete	-
13	50	50	2	50	Teacher	+
14	90	20	70	50	Policeman	-
15	60	40	60	70	Masonry	-
16	50	30	60	40	Masonry	+
17	70	20	70	80	T.V. Technician	-
18	50	60	80	20	Army	-
19	80	60	70	30	Army	-
20	80	60	80	60	Army	-
21	70	40	70	50	Army	-
22	80	70	80	70	Teacher	-
23	60	60	50	90	Auto Mech.	+
24	80	50	50	50	Business	+
25	30	50	40	50	Construction Work	+
26	70	50	60	30	Construction Work	+

TABLE 38 - Continued

Student Number	Verbal	Manipulative	Computational	Level of Interests	Personal Preference	Agree- ment
27	40	30	40	40	Professional Athlete	-
28	20	30	1	20	Professional Athlete	-

*Scores given for the components of the Occupational Interest Inventory are given in percentile.

TABLE 39
TYPES OF INTERESTS

Student Number	Verbal	Manipulative	Computational	Level of Interests	Personal Preference	Agree- ment
1	70	90	80	80	Teacher	-
2	20	40	40	80	Engineer	-
3	30	30	20	70	Teacher	-
4	80	90	80	50	Journalist	+
5	60	80	90	30	Nurse	-
6	60	70	80	80	Teacher	+
7	60	50	50	90	Teacher	+
8	40	50	30	80	Teacher	-
9	90	60	60	80	Designer	+
10	50	50	40	90	Air Stewardess	+
11	20	50	30	90	Nurse	-
12	50	40	60	80	Social Worker	-
13	90	50	90	90	Teacher	+
14	60	50	50	50	Nurse	+
15	50	50	50	90	Nurse	-
16	90	60	70	40	Secretary	+
17	70	60	90	50	Nurse	+
18	30	30	40	40	Air Stewardess	-
19	60	50	90	90	Armed Service	+
20	50	70	90	50	Designer	+
21	50	40	50	50	Nurse	-
22	50	100	70	50	Home Economic	-
23	80	10	70	80	Nurse	-
24	60	10	50	5	Nurse	-
25	40	60	90	30	Doctor	-
26	5	40	40	60	Teacher	-
27	50	40	60	50	Nurse	+
28	60	50	70	60	Secretary	+

TABLE 39 - Continued

Student Number	Verbal	Manipulative	Computational	Level of Interests	Personal Preference	Agree- ment
29	30	60	90	30	Teacher	-
30	70	60	70	60	Doctor	-
31	80	70	90	70	Secretary	-
32	60	50	40	50	Nurse	-
33	60	50	30	20	Nurse	-
34	40	10	20	5	Nurse	-
35	30	5	10	10	Secretary	-

TABLE 40

DISTRIBUTION OF THE STUDENT'S OCCUPATIONAL PREFERENCES AS INDICATED
BY SIXTY-THREE NINTH GRADE STUDENTS

Occupational Choices	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Doctor	0	0.0	2	5.7	2	3.2
Engineer	2	7.1	1	2.9	3	4.8
Pilot	1	3.6	0	0.0	1	1.6
Scientist	1	3.6	0	0.0	1	1.6
Car Designer	1	3.6	0	0.0	1	1.6
Teacher	2	7.1	8	22.9	10	15.9
Policeman	1	3.6	0	0.0	1	1.6
Bus Driver	1	3.5	0	2.9	1	1.6
Professional Athlete	6	21.4	0	0.0	6	9.5
Masonry	2	7.1	0	0.0	2	3.2
T. V. Technician	2	7.1	0	0.0	2	3.2
Armed Services	4	14.3	1	2.9	5	7.9
Journalist	0	0.0	1	2.9	1	1.6
Nurse	0	0.0	12	34.3	12	19.1
Air Stewardess	0	0.0	2	5.7	2	3.2
Social Worker	0	0.0	1	2.9	1	1.6
Secretary	0	0.0	4	11.4	4	6.3
Home Economist	0	0.0	1	2.9	1	1.6
Business	1	3.6	0	0.0	1	1.6
Auto Mechanic	2	7.1	0	0.0	2	3.2
Construction Worker	2	7.1	0	0.0	2	3.2
Dress Designer	0	0.0	2	5.7	2	3.2
TOTAL	28	100.0	35	100.0	63	100.0

With the interests and preferences of the young adolescents being so varied and uncertain, the results of this inventory would be invaluable to both teachers and counselors, especially those at Eva Thomas High School who are responsible for the 73 high school students involved in this study.

The ten broad areas are: outdoor - interested in work that would keep one outside most of the time; mechanical - prefers working with numbers; computational - indicates a preference for working with numbers; scientific - interested in discovering new facts and solving problems; persuasive - prefers meeting people, and promoting projects and things to sell; artistic - prefers doing creative work with ones hands; literary - indicates a preference for reading and writing; musical - prefers going to concerts, playing instruments, reading about musicians and singing; social service - prefers helping people; and clerical - prefers office work that requires precision and accuracy.

The data of the 73 students involved in this study as indicated by the raw scores, percentage and percentiles revealed that more girls than boys preferred the outdoor area. There were 15 or 37.5 per cent of the 40 girls who indicated that they enjoyed work which kept them on the outside most of the time and they were at or beyond the national norm of 50. Their mean raw score was 24.50 which was at the 40th percentile as compared to the national norm of 50. It was inconceivable that only two or 6 per cent of the 33 boys preferred this area, and were at or above the national norm with a mean raw score of 26.85, a percentile 10 in Table 41. In this area, of the 33 boys and 40 girls, no boys and three girls or 7.5 per cent scores exceeded

TABLE 41

DISTRIBUTION OF DATA ON THE OUTDOOR AREA OF
SEVENTY-THREE STUDENTS AS REVEALED
BY THE KUDER PREFERENCE
RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
55 - 59	0	0.0	0	0.0
50 - 54	1	*3.0	1	*2.5
45 - 49	1	*3.0	4	*10.0
40 - 44	1	*3.0	4	*10.0
35 - 39	3	9.1	3	*7.5
30 - 34	7	21.2	3	*7.5
25 - 29	6	18.2	6	15.0
20 - 24	6	18.2	9	22.5
15 - 19	4	12.1	8	20.0
10 - 14	4	12.1	4	10.0
5 - 9	00	0.0	0	0.0
TOTAL	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 26.95 which was at the 10th percentile
Mean for the girls = 27.85 which was at the 40th percentile

the 75th percentile. However, 13 boys or 39.4 per cent and 19 girls or 47.5 per cent fell below the 25th percentile.

More girls than boys indicated that they preferred working with machines and tools. Of the total number of girls which was 40, there were 19 or 47.5 per cent who preferred the mechanical area, while only nine or 27.3 per cent of the 33 boys preferred the same area. Both groups were at or beyond the national norm of 50. The mean raw score of the boys was 16.88 and they were at the 30th percentile. The girls' mean raw score was 38.38 and they were at the 25th percentile. See Table 42. In this area there were two boys or 6.1 per cent and seven or 17.5 per cent girls who scored above the 75th percentile. Moreover, there were 14 or 43.4 per cent of the boys and 13 or 32.5 per cent of the girls who fell below the 25th percentile.

TABLE 42

DISTRIBUTION OF DATA ON THE MECHANICAL AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
60-64	0	0.0	0	0.0
55-59	2	* 6.1	0	0.0
50-54	1	* 3.0	0	0.0
45-49	5	*15.2	0	0.0
40-44	8	24.2	0	0.0
35-39	4	12.1	2	* 5.0
30-34	5	15.2	4	*10.0
25-29	4	12.1	6	*15.0
20-24	4	9.1	5	*12.5
10-19	1	3.0	9	22.5

TABLE 42 - Continued

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
5 - 9	0	0.0	10	25.0
0 - 4	0	0.0	4	10.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 38.38 which was at the 39th percentile

Mean for the girls = 16.88 which was at the 25th percentile

The majority of the boys preferred both the computational and scientific areas. This was especially noticeable in the computational area, for 30 or 90 per cent of the 33 boys were at or exceeded the 50th percentile and possessed a mean raw score of 28.36 which was at the 70th percentile in Table 43.

TABLE 43

DISTRIBUTION OF DATA ON THE COMPUTATIONAL AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
50-51	0	0.0	0	0.0
45-49	0	0.0	0	0.0
40-44	0	0.0	1	* 1.4
35-39	4	*12.1	1	* 1.4
30-34	10	*30.3	8	*20.0
25-29	14	*42.4	10	*25.0
20-24	2	6.1	11	*27.5
15-19	3	9.1	8	20.0
10-14	0	0.0	1	1.4
5-0	0	0.0	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 28.36 which was at the 70th percentile

Mean for the girls = 24.68 which was at the 68th percentile

However, fewer boys appeared to be interested in the scientific area. Only 19 or 57.6 per cent of the 33 boys were at or beyond the 50th percentile and their mean raw score was 41.09 which was at the percentile of 50 in Table 42. The majority of the girls, likewise, expressed preference at or beyond the national norm in the computational area because there were 31 or 77 per cent of the 40 girls involved who indicated that they preferred working with numbers, and their mean raw score was 24.68, a percentile of 68 which was above the norm. There were 23 or 47 per cent of the girls who were at or exceeded the national norm in the scientific area, and their mean raw score was 27.62 which was at the norm in Table 44. In the area of computational, 17 boys or 51 per cent and 18 girls or 45 per cent scored above the 75th percentile, whereas, no boys and two or five per cent of the girls fell below the 25th percentile. In the scientific area, five boys or 15.2 per cent and 12 or 30 per cent of the girls scored above the 75th percentile, whereas six or 18.2 per cent of the boys and five or 12.5 per cent of the girls fell below the 25th percentile.

It appeared that most of the girls and only half of the boys engaged in this study enjoy reading and writing, for both expressed preferences were at or beyond the national norm, however, the girls were noticeably higher than the boys. Only 18 or 54.5 per cent of the 33 boys preferred the literary area, while 29 or 75 per cent of the 40 girls preferred this area. The boys mean raw score was 17.09 and their percentile score was 52. The mean raw score of the girls was 23.80 which was at the percentile of 72. See Table 45.

TABLE 44

DISTRIBUTION OF DATA ON THE SCIENTIFIC AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
60-64	1	* 3.0	1	* 2.5
55-59	0	0.0	0	0.0
50-54	4	*12.1	3	* 7.5
45-49	5	*15.2	2	* 5.0
40-44	8	*24.2	4	*10.0
35-39	8	24.2	6	*15.0
30-34	3	9.1	3	* 7.5
25-29	3	9.1	4	*10.0
20-24	0	0.0	12	30.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 41.09 which was at the 50th percentile
Mean for the girls = 33.88 which was at the 68th percentile

TABLE 45

DISTRIBUTION OF DATA ON THE LITERARY AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
36-38	0	0.0	3	7.5
33-35	0	0.0	4	*10.0
30-32	1	* 3.0	4	*10.0
27-29	1	* 3.0	5	*12.5
24-26	4	*12.1	5	*12.5
21-23	3	* 9.1	6	*15.0
18-20	5	*15.2	3	* 7.5
15-17	4	*12.1	7	17.5

TABLE 45 - Continued

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
12-14	10	30.3	3	7.5
9-11	5	15.2	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 17.09 which was at the 52nd percentile

Mean for the girls = 23.80 which was at the 72nd percentile

In this area, nine or 27.3 per cent of the boys and 14 or 35 per cent of the girls' scores exceeded the 75th percentile, whereas, seven or 21.2 per cent of the boys and four or 10 per cent of the girls fell below the 25th percentile.

There was no marked difference between the number of boys which was 17 or 51.5 per cent and girls, 15 or 37.5 per cent whose expressed preferences in the artistic area equalled or exceeded the national norm of 50. Furthermore, their mean raw scores were 25.16 which was at the 49th percentile and 24.40 which was at the 32nd percentile respectively in Table 46. In this area, five boys or 15.2 per cent and three girls or 7.5 per cent scored above the 75th percentile, whereas, six or 18.2 per cent of the boys and 13 or 32.5 per cent of the girls scored below the 25th percentile.

In the musical area more boys than girls were found to enjoy concerts, playing instruments and reading about music and musicians. Out of the total number of boys 20 or 60.7 per cent expressed preference at or beyond the national norm, moreover, their mean raw score was 15 which equalled the 62nd percentile. Nevertheless, only 11 or 26.5 of the girls expressed preference in the musical area was at or

TABLE 46

DISTRIBUTION OF DATA ON THE ARTISTIC AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
55-59	0	0.0	0	0.0
50-54	0	0.0	0	0.0
45-49	0	0.0	1	* 2.5
40-44	1	* 3.0	1	* 2.5
35-39	3	* 9.1	1	* 2.5
30-34	4	*12.1	8	*20.0
25-29	9	*27.3	4	*10.0
20-24	9	27.3	10	25.0
15-19	4	12.1	8	20.0
10-14	2	6.1	7	17.5
15-19	1	3.0	0	0.0
Grand Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 25.16 which was at the 49th percentile

Mean for the girls = 22.62 which was at the 30th percentile

TABLE 47

DISTRIBUTION OF DATA ON THE MUSICAL AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
27-29	2	* 6.1	1	* 2.5
24-26	0	0.0	1	* 2.5
21-23	2	* 6.1	4	*10.0
18-20	6	*18.2	5	*12.5
15-17	6	*18.2	15	37.5
12-14	4	*12.1	4	10.0
9-11	6	18.2	7	17.5
6-8	5	15.2	1	2.5

TABLE 47 - Continued

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
3-5	1	3.0	2	5.0
0-2	1	3.0	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 15.00 which equalled the 62nd percentile

Mean for the girls = 15.33 which equalled the 32nd percentile

exceeded the national norm, in fact, their mean raw score was 15.33 which equalled the 32nd percentile in Table 47. In this area nine boys or 27.3 per cent and two girls or five per cent scored above the 75th percentile, whereas five or 15.2 per cent of the boys and 12 or 30 per cent of the girls fell below the 25th percentile.

It appeared that both boys and girls prefer helping people, because their expressed preferences which was at or exceeded the national norm indicated such. In the area of social service a majority of both boys and girls scored above the 50th percentile. There were 26 or 78.8 per cent of the boys and 30 or 75 per cent of the girls who indicated interest in helping people. Their mean raw scores were 43.67 a percentile or 75 and 52.88, a percentile of 65, respectively in Table 48. In this area, 15 boys or 45.4 per cent and 14 girls or 35 per cent scores were above the 75th percentile, whereas, two or 6.1 per cent of the boys and one or 2.5 per cent of the girls fell below the 25th percentile.

It appeared that more boys than girls like to meet and deal with people or promote projects or like to sell, for in the persuasive

TABLE 48

DISTRIBUTION OF DATA ON THE SOCIAL SERVICE AREA
OF SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
70-74	0	0.0	3	* 7.5
65-69	0	0.0	0	0.0
60-64	2	* 6.1	6	*15.0
55-59	1	* 3.0	9	*22.5
50-54	4	*12.1	9	*22.5
45-49	7	*21.2	3	* 7.5
40-44	10	*30.3	8	20.0
35-39	2	6.1	1	2.5
30-34	5	15.2	1	2.5
25-29	2	6.1	0	0.0
20-24	0	0.0	0	0.0
15-19	0	0.0	0	0.0
10-14	0	0.0	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 43.67 which was at the 75th percentile

Mean for the girls = 52.88 which was at the 65th percentile

area there were 18 or 54.5 per cent of the 33 boys and 13 or 32.5 per cent of the 40 girls whose expressed interest equalled or exceeded the national norm of 50 with mean raw scores of 39.88 which equalled the 52nd percentile and 36.67, a percentile of 25, respectively in Table 49. In this area, ten boys or 30.3 per cent and seven girls or 17.5 per cent scores were above the 75th percentile, whereas, three or 9.1 per cent of the boys' and seven or 17.5 per cent of the girls' scores were below the 25th percentile.

TABLE 49

DISTRIBUTION OF DATA ON THE PERSUASIVE AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
60-64	0	0.0	0	0.0
55-59	1	* 3.0	0	0.0
50-54	4	*12.1	3	* 7.5
45-49	5	*15.2	3	* 7.5
40-44	8	*24.2	7	*17.5
35-39	6	18.2	12	30.0
30-34	6	18.2	9	22.5
25-29	1	3.0	5	12.5
20-24	1	3.0	1	2.5
15-19	1	3.0	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 39.88 which was at the 52nd percentile

Mean for the girls = 36.67 which was at the 25th percentile

The majority of the boys and girls expressed preferences were at or exceeded the national norm of the clerical area. Of the total number, 26 or 78.8 per cent of the boys and 25 or 62.5 per cent of the girls indicated a preference for office work. Moreover, the boys' mean raw score was 50.56 while the girls' was 59.65 in Table 50. These mean scores were above the 50th percentile. In this area 12 boys or 36.4 per cent and 12 girls or 30 per cent scores were above the 75th percentile, whereas, two or 6.1 per cent of the boys' and six or 15 per cent of the girls' fell below the 25th percentile.

A very significant point in this study which was found among the boys and girls of the tenth and eleventh grade class was the variance between the stated interest and the tested interest.

TABLE 50

DISTRIBUTION OF DATA ON THE CLERICAL AREA OF
SEVENTY-THREE STUDENTS AS REVEALED BY THE
KUDER PREFERENCE RECORD-VOCATIONAL

Raw Scores	Boys		Girls	
	Number	Per Cent	Number	Per Cent
90-99	0	0.0	1	* 2.5
80-89	0	0.0	4	*10.0
70-79	2	* 6.1	9	*22.5
60-69	7	*21.2	5	*12.5
50-59	7	*21.2	6	*15.0
40-49	10	*30.3	10	25.0
30-39	7	21.2	5	12.5
20-29	0	0.0	0	0.0
10-19	0	0.0	0	0.0
0-9	0	0.0	0	0.0
Total	33	100.0	40	100.0

*Scores at and above the national norm of 50.

Mean for the boys = 50.56 which was at the 72nd percentile

Mean for the girls = 59.65 which was at the 55th percentile

Out of the total number of boys which was 33, only five or 14.3 per cent of the boys' stated interest agreed with their tested interest in Table 51. Furthermore, more girls appeared to have been capable of knowing what they could do or wanted to do, for 21 or 19.15 per cent of the 40 girls' stated interest agreed with their tested interest in Table 52.

The occupational choices found among the tenth and eleventh grade students ranged from construction workers to doctors. The choices which seemed to have predominated the groups were: nurse, teacher, armed service, professional athlete, engineer and electrician. Among the girls: 13 or 32.5 per cent of the 40 girls chose nursing, 11 or 27.5 per cent chose teaching and only three each or 7.5 per cent wanted to be a secretary and scientist.

TABLE 51

DISTRIBUTION OF THE COMPARISON BETWEEN THE TESTED INTEREST AND
THE STATED INTEREST AS OBTAINED FROM THIRTY-THREE
10th and 11th GRADE BOYS

Assigned Number of Boys	Persuasive	Outdoor	Mechanical	Computa- tional	Scientific	Artistic	Literary	Musical	Social Service	Clerical	Personal Preference	Agreement
1	45	17	37	93	41	58	77	76	20	74	Engineer	-
2	69	22	6	57	32	45	81	61	76	59	Electrician	-
3	85	4	19	85	45	84	23	99	65	62	Engineer	-
4	50	60	82	34	25	75	15	19	90	29	Electrician	-
5	65	7	51	88	42	84	75	52	39	71	Electrician	-
6	87	9	54	65	2	57	48	61	60	98	Business	+
7	24	28	51	92	42	32	78	47	27	46	Professional Athlete	-
8	7	10	33	79	74	40	48	34	86	97	Army	-
9	34	59	51	56	53	82	55	83	57	13	Electrician	-
10	50	19	24	63	19	54	68	80	85	47	Professional Athlete	-
11	80	10	35	79	50	28	75	57	53	61	Professional Athlete	-
12	77	28	45	35	13	35	19	19	85	96	Building Construction	-
13	23	20	30	50	76	62	49	61	25	93	Engineer	-
14	53	32	47	92	17	45	42	41	57	93	Professional Athlete	-
15	52	40	70	63	60	79	12	48	70	50	Building construction	-
16	92	34	48	89	18	32	91	85	85	92	Army	+
17	79	26	44	83	84	65	32	2	81	59	Professional Athlete	-
18	72	28	17	87	66	86	20	29	27	83	Professional Athlete	-
19	47	37	49	84	20	28	31	47	68	63	Interior Decorator	-
20	42	6	32	79	12	32	55	90	90	94	Doctor	-
21	52	38	50	27	21	49	93	80	81	79	Scientist	-
22	25	3	79	65	63	13	34	34	72	61	Army	-

TABLE 51 - Continued

Assigned Number of Boys	Persuasive	Outdoor	Mechanical	Computa- tional	Scientific	Artistic	Literary	Musical	Social Service	Clerical	Personal Preference	Agreement
23	65	2	6	68	82	8	52	51	77	62	Doctor	-
24	37	6	7	76	46	25	72	44	60	83	Army	-
25	45	14	14	66	7	19	82	80	70	94	Clerk	-
26	3	14	15	65	95	25	52	39	99	21	Engineer	-
27	79	1	25	87	95	32	96	39	49	95	Building construction	+
28	45	28	8	93	38	91	17	18	93	93	Army	-
29	28	30	29	76	95	49	42	47	51	60	Army	-
30	31	0	3	34	78	2	82	77	99	74	Psychologist	-
31	30	14	50	23	83	55	75	40	38	57	Army	-
32	24	42	78	61	45	73	82	14	82	55	Auto Mechanic	+
33	30	28	14	27	40	25	17	40	72	50	Army	-

TABLE 52

DISTRIBUTION OF THE COMPARISON BETWEEN THE TESTED INTEREST AND
THE STATED INTEREST AS OBTAINED FROM FORTY 10th and 11th
GRADE GIRLS

Assigned Number of Girls	Outdoor	Mechanical	Computational	Scientific	Artistic	Literary	Persuasive	Music	Social Service	Clerical	Personal Preference	Agreement
1	17	70	11	73	28	79	42	74	72	13	Nurse	+
2	25	45	51	84	28	57	47	55	83	37	Nurse	+
3	45	79	99	100	92	94	94	83	99	99	Mortician	+
4	6	1	73	54	19	54	42	90	52	79	Journalist	-
5	79	30	90	79	8	83	42	7	74	79	Doctor	+
6	5	66	90	7	87	91	49	27	10	94	Teacher	+
7	14	25	77	84	15	38	56	60	30	92	Nurse	+
8	22	31	97	93	7	76	42	55	86	11	Nurse	+
9	17	13	87	94	21	90	27	48	99	8	Nurse	+
10	25	40	60	86	25	27	35	38	66	65	Pharmacist	+
11	45	66	51	25	45	35	44	3	49	81	Nurse	+
12	9	11	76	47	56	78	55	7	62	80	Secretary	-
13	38	40	27	70	95	9	62	33	46	47	Nurse	-
14	1	17	64	43	28	72	47	86	49	72	Interior Designer	-
15	22	3	80	77	15	54	53	39	79	65	Teacher	+
16	42	91	92	88	27	82	86	48	49	57	Teacher	+
17	62	80	32	36	21	83	35	4	56	59	Designer	-
18	28	12	73	50	21	22	41	45	88	57	Beautician	-
19	17	50	88	60	58	75	18	38	27	31	Teacher	+
20	22	8	94	36	25	53	42	44	57	95	Secretary	+

TABLE 52 - Continued

Assigned Number of Girls	Outdoor	Mechanical	Computational	Scientific	Artistic	Literary	Persuasive	Music	Social Service	Clerical	Personal Preference	Agreement
21	8	3	50	6	72	95	74	67	91	96	Secretary	+
22	2	14	90	75	19	75	65	38	60	84	Teacher	+
23	15	17	56	47	26	49	48	54	58	54	Nurse	-
24	78	80	76	70	21	72	53	55	30	5	Nurse	-
25	44	25	29	51	15	15	83	37	64	76	Scientist	-
26	2	58	64	58	65	58	20	4	76	78	Scientist	-
27	8	85	51	3	40	50	62	15	63	49	Nurse	-
28	22	55	68	30	40	34	92	74	30	63	Nurse	-
29	52	13	86	63	12	79	79	18	82	20	Peace Corp	+
30	45	11	84	60	50	87	26	15	66	67	Nurse	-
31	8	20	78	19	58	53	56	37	68	78	Beautician	-
32	9	12	44	19	50	54	47	94	94	79	Army	-
33	73	20	81	80	31	58	27	18	33	21	Nurse	+
34	44	45	58	75	36	45	59	24	84	78	Scientist	-
35	92	30	28	94	13	76	12	2	82	38	Nurse	+
36	28	20	76	95	28	69	65	2	69	29	Teacher	-
37	10	68	93	87	4	40	56	67	63	33	Teacher	-
38	28	55	28	50	25	85	65	4	73	55	Teacher	+
39	28	40	59	43	58	58	12	11	88	60	Nurse	-
40	55	17	48	19	37	92	75	15	78	47	Teacher	+

TABLE 53

DISTRIBUTION OF THE OCCUPATIONAL PREFERENCES AS INDICATED BY
SEVENTY-THREE 10th and 11th GRADE STUDENTS

Occupational Choices	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Nurse	0	0.0	13	32.5	13	17.8
Mortician	0	0.0	1	2.5	1	1.4
Journalist	0	0.0	1	2.5	1	1.4
Doctor	2	6.1	1	2.5	3	4.1
Teacher	0	0.0	11	27.5	11	15.1
Pharmacist	0	0.0	1	2.5	1	1.4
Secretary	0	0.0	3	7.5	3	4.1
Interior Designer	1	3.0	2	5.0	3	4.1
Beautician	0	0.0	2	5.0	2	2.7
Scientist	1	3.0	3	7.5	4	5.5
Armed Service	8	24.2	2	5.0	10	13.7
Engineer	4	12.1	0	0.0	4	5.5
Electrician	4	12.1	0	0.0	4	5.5
Business	1	3.0	0	0.0	1	1.4
Professional						
Athlete	6	18.2	0	0.0	6	8.2
Bookkeeper	1	3.0	0	0.0	1	1.4
Building						
Construction	3	9.1	0	0.0	3	4.1
Psychologist	1	3.0	0	0.0	1	1.4
Auto Mechanic	1	3.0	0	0.0	1	1.4
Total	33	100.0	40	100.0	73	100.0

Potential dropouts.--It is believed that a number of high school and even college boys and girls have personal problems that need immediate attention. Moreover, these problems are characteristic patterns of potential dropouts. Since this is so, it has become necessary for such boys and girls to be identified and given special attention in order for them to make their rightful contribution to the productive world and the society in which they live.

Furthermore, a study of the total population of Eva Thomas High School revealed that there were 40 or 16.4 per cent out of 250 students who showed characteristic patterns of potential dropouts. The criteria used for selecting these 40 students were based upon studies as revealed by the related literature. The data concerning these boys and girls were secured from the cumulative record folder and the results of the Mooney Problem Check List.

The following characteristics were predominant among these boys and girls. There were 26 boys and 14 girls who were found to possess the characteristic patterns of potential dropouts. Of the 26 boys, 19 or 73.1 per cent were retarded at least one grade and 10 or 38.5 per cent of the girls were likewise. Moreover, there were 24 or 92.3 per cent of the boys and 11 or 78.6 per cent of the girls whose achievement levels were lower than the school's norm of 70.

Another problem which these 40 potential dropouts seemed to have been concerned with was poor social adjustment at school. There were 26 or 100 per cent of the boys and 14 or 100 per cent of the girls who were so involved. The same number of boys and girls revealed that they had unfavorable home conditions and possessed tendencies of emotional instability.

TABLE 54

DISTRIBUTION OF DATA FOUND AMONG TWENTY SIX BOYS AND FOURTEEN GIRLS
WHOSE CHARACTERISTIC PATTERNS ARE ASSOCIATED WITH POTENTIAL
DROPOUTS AS REVEALED BY THE MOONEY PROBLEM CHECK LIST
AND CUMULATIVE RECORD

Characteristics	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Retardation at least one grade	19	73.1	10	71.4	29	72.5
*2. Achievement lower than school's mean	24	92.3	11	78.6	35	87.5
3. Poor social adjustment at school	26	100.0	14	100.0	40	100.0
4. Emotional instability	26	100.0	14	100.0	40	100.0
5. Unfavorable home condition	26	100.0	14	100.0	40	100.0
6. Low educational attainment and occupational status of parents	20	76.9	12	85.7	32	80.0
7. Frequent grade failure	22	84.6	12	85.7	34	85.0
8. High frequency of subject failure in school	7	26.9	3	21.3	10	25.0
9. Marked regression in attendance	26	100.0	14	100.0	40	100.0
10. Frequency in transfer from one school to another	4	15.4	2	14.3	6	15.0
TOTAL	190		106		296	

*School mean 70

There were 20 or 76.9 per cent of the boys whose parents' educational attainment and occupational status were low. Twelve or 85.7 per cent of the girls had the same problem.

Grade failure was found to be high among these potential dropouts. Of the 40 potential dropouts, 22 or 84.6 per cent of the boys and 12 or 85.7 per cent of the girls were found to be frequent grade failures. There were seven or 26.9 per cent of the boys and three or 21.3 per cent of the girls had high frequency subject failures in school.

According to Georgia compulsory school attendance law, any pupil absent three times during twenty consecutive school days without satisfactory excuse to the principal or teacher shall be reported to the attendance department. Since this time, only those students absent more than 20 days during the school year were used.

Of the total number of potential dropouts all of the boys and girls showed marked regression in attendance. While four or 15.1 of the boys and two or 14.3 of the girls indicated frequency in transfers from one school to another in Table 54.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction.--Since a progressive society is aware that time brings many changes in a dynamic social order, then it is the responsibility of that society to recognize that each individual is an important member and is affected by these changes. Moreover, it should demand an educational program which would afford opportunities for every boy and girl to develop to his fullest capacity, which entails understanding of the special needs of every individual.

Recapitulation of research design.--The problem involved in this study was to identify potential dropouts, vocational interests and personal needs of the student body at Eva Thomas High School, College Park, Georgia.

This study was designed to describe the student body of the school in terms of personal problems and vocational interests, as well as identifying those students who showed characteristics commonly associated with school dropouts.

The descriptive survey method of research was employed to collect data for this study, utilizing test data and information extracted from the cumulative record folder.

After obtaining permission from the school officials to conduct the study, the related literature was reviewed for the purpose of having some basis for establishing certain criteria which

were used :

The instrument used to secure data from the 250 students which was the total population of Eva Thomas High School were: The Mooney Problem Check List - Junior High and High School Forms, 1950 Revision; Occupational Interest Inventory - Intermediate, 1956 Revision; Kuder Preference Record-Vocational Form CH, 1960 Edition; and the Cumulative Record Folder.

The complete findings, as revealed by the responses on the instruments employed in this study have been presented in Chapter II in graphical and textual form which show the raw score, per cent and percentile of each student and are summarized in this chapter. The related literature is also presented in summation in this chapter.

Summary of related literature.--The following statements are intended to epitomize the literature pertinent to this research:

1. A considerable number of students in all schools urgently need individual attention
2. Basically, the needs of all children are about the same, however, some are more intense than others.
3. As adolescents grow, each unsatisfied need increases the intensity of the needs that lie ahead and make their satisfaction more difficult.
4. The greatest need of adolescents is to be an accepted part of society.
5. It is the responsibility of both teacher and counselor to see that the child is a contributing and wanted part of the school society.
6. Since the subject-matter teacher usually has the same students every day, he can do a great deal in identifying and helping those who have special needs.
7. The four basic wishes attributed to most of the individual's behavior are security, responses, recognition and new experience.

8. Adolescents are often concerned about world conditions and adjustment to life's problems.
9. Teachers and counselors should use scientific instruments to determine the needs of students and not assume that problems do exist because their concept of childrens' problems can be at variance with the concept of problems by the children.
10. The nation faces a great loss in trained man power unless something is done to keep more students in school.
11. Early identification of students is important because once an individual has left school, it is unlikely that he will return to the class room.
12. Many students who need special help will not take the initiative in obtaining it, therefore, effective use of the individual-inventory system would help immensely in identifying those students.
13. Having a knowledge of the individual's interest, it then becomes the responsibility of the teacher and counselor to help him satisfy his educational and vocational needs by proper guidance.
14. Vocational interests of adolescents may be influenced by the occupational and educational levels of their parents.
15. A variety of procedures are necessary in order to identify the special needs of students.

Findings.--A summary of the findings are as follows:

1. Findings as revealed by the Mooney Problem Check List - Junior High Form in which 150 students were involved were:
 - a. The problem, "finding it hard to talk about my troubles" was found to bother more girls, 44 or 55 per cent of the 80 involved in this study, than did any other problem in the entire Check List.
 - b. The problems, "often having headaches" and "needing to decide on an occupation" were found to bother more boys, 28 or 40 per cent of the 70 boys involved in this study, than did any other two problems of the entire Check List.
 - c. The junior high school girls appeared to have had more problems than did the high school girls, while on the other hand, there was little difference between the number of problems found among the junior and high school boys.

- d. The area under which the largest number of times the 80 girls checked problems was "self-centered concerns" under which a total of 492 or 28.9 per cent were checked which indicated that they were troubled more with this problem area than any other.
 - e. "School" was the area under which the largest number of times the 70 boys checked, in that a total of 442 or 52.8 per cent were checked, which indicated that they were troubled more with this problem area than any other.
 - f. Problems found most troublesome among the majority of the junior high students were: "often have headaches;" "don't like to study;" "trouble with spelling or grammar;" "family quarrels;" and "having no regular allowance."
 - g. Of the 70 boys and 80 girls, only 10 boys or 14.3 per cent and 25 girls or 31.2 per cent answered "yes" in response to the question, "Would you like to spend more time in school trying to do something about some of your problems?"
 - h. Of the 70 boys and 80 girls, only seven boys or 10 per cent and 10 girls or 12.5 per cent answered "yes" in response to the question, "Would you like to talk to someone about some of your problems?"
2. Findings as revealed by the high school form of the Mooney Problem Check List of the 83 students were:
- a. The problem, "getting low grades" bothered more of the boys and girls than any other problem in the entire Check List. There were 16 or 40 per cent of the boys and 14 or 32.6 per cent of the girls who checked this problem.
 - b. Of the 40 boys, 12 or 30 per cent, and the 43 girls, 24 or 55.8 per cent answered "yes" in response to the question, "Would you like to have more chances in school to write, think about and discuss matters of personal concern to you?"
 - c. In response to another question asked of these same boys and girls which was, "If you had the chance would you like to talk to someone about some of the problems you have marked on the list?" Twenty-one boys or 52.5 per cent and 24 girls or 58.8 per cent said "yes."
 - d. Problems found most troublesome among the majority of the high school students were: "not enjoying many

things others enjoy;" "awkward in making a date;" "lack of self control;" "parents do not understand me;" "not able to discuss certain problems at home;" and "feel restless in class."

3. Findings as revealed by the Occupational Interest Inventory for the 63 ninth grade students were as follows:
 - a. Under the area of fields of interest, the majority of the boys expressed preference in the business component since 24 or 85.7 per cent were at or above the national norm and the mean raw score of all the boys was 22.18 which was at the 60th percentile. The number of boys who were interested in the other components in this area were considerably lower.
 - b. Of the 35 girls and 28 boys, more girls showed a higher interest in the "mechanical and scientific" components than did the boys. Sixteen or 45.8 per cent of the girls and 10 or 35.6 per cent of the boys expressed preferences in the "mechanical" component were at or above the national norm of 50. In the "scientific" component, 21 or 60 per cent of the girls and 11 or 39.4 per cent of the boys expressed preferences were also at and above the norm.
 - c. In the area of types of interests the majority of the boys, 23 or 82.1 per cent were at and above the national norm and their mean raw score was 14.67 which was at the 60th percentile under the "verbal" component; the same number possessed a mean raw score of 12.68 in the "computational" component, with a percentile score of 70.
 - d. There were 22 or 62.9 per cent of the girls, which was the majority, whose types of interest under the "computational" component were expressed at or beyond the national norm equivalent to the 50th percentile, and they possessed a mean raw score of 18.63 which was at the 70th percentile. This was the one component which interested most of the girls.
 - e. Of the 28 boys, only nine or 32.1 per cent stated interest agreed with their tested interest and of the 35 girls, 14 or 40 per cent stated interest and tested interest agreed.
4. Findings as revealed by the Kuder Preference Record-Vocational for the 73 tenth and eleventh grade students were as follows:
 - a. Of the 40 girls, 15 or 37.5 per cent were at and beyond the national norm on the outdoor component of

the Kuder Preference Record-Vocational with a mean raw score for the 40 girls of 27.85 which was at the 40th percentile, while only two or 6.1 per cent of the 33 boys preferred this area and were at the tenth percentile with a mean raw score of 26.85.

- b. The majority of the boys, 30 or 90.9 per cent preferred the "computational" area and were at and exceeded the national norm with a mean score of 28.36 which was at the 70th percentile. More boys showed interest in this area than any other area.
 - c. The girls were noticeably higher than the boys in the "literary area." Of the 40 girls 29 or 75 per cent of their expressed preference equaled or exceeded the 50th percentile with a mean raw score of 23.80 which was at the 72nd percentile.
 - d. A large number of boys and girls preferred helping people. The area of "social service" was found preferred among more girls, 30 or 75 per cent, than any other area. Their mean raw score was 52.88 which was at the 65th percentile. Of the total number of boys, 26 or 78.8 per cent expressed preference was at or above the 50th percentile with a mean raw score for boys of 43.67 which was at the 75th percentile.
 - e. A very significant point of this study was the variance between the stated interest and tested interest among both boys and girls. Of the 33 boys only five or 14.3 per cent stated interest agreed with their tested interest, while 21 or 52.5 per cent of the 40 girls stated interest agreed with their tested interest.
 - f. The modal occupational preference of the boys was military service.
 - g. The modal occupational preference of the girls was nursing.
5. Findings of the 26 boys and 14 girls who were found to possess the characteristic patterns of potential dropouts were:
- a. Of the 113 boys involved in the study, 26 or 23.1 per cent were classed as potential dropouts. Of the 137 girls, 14 or 10.2 per cent were classed as dropouts. The characteristics found among all of the 40 students classed as potential dropouts were: "poor social adjustment at school;" "emotional instability;" "unfavorable home conditions;" and "marked regression in attendance."

- b. Low educational attainment and low occupational status of parents were found among 20 or 76.9 per cent of the male potential drop-outs and 12 or 85.7 per cent of the female potential drop-outs.
- c. All of the potential drop-outs showed marked regression in attendance.
- d. More boys than girls among the potential drop-outs were retarded at least one grade.
- e. More boys than girls were found to possess characteristics patterns of potential drop-outs.

Conclusions.--An analysis and interpretation of this data

warrant the conclusions which follow:

- 1. Low educational attainment and low occupational status of parents are characteristics which may contribute to the development of potential drop-outs.
- 2. The girls appeared to have been more self-centered than boys.
- 3. The students appeared to have been reluctant in seeking help with their problems.
- 4. The boys appeared to be more maladjusted than girls in the area of school as evidenced by the Mooney Problem Check List.
- 5. Ninth grade boys showed highest interest in the business component of the Occupational Interest Inventory. Ninth grade girls showed a preference for occupations involving mechanical skills.
- 6. On the types of interest component, boys showed highest interest in verbal preferences and girls showed highest interest in computational pursuits.
- 7. Tenth and eleventh grade boys showed highest interest in clerical, social service and computational vocational areas.
- 8. Tenth and eleventh grade girls showed highest interest in literary, scientific and computational vocational areas.
- 9. Stated vocational interest and measured vocational interest were more in agreement for girls than for boys.
- 10. Close scrutiny of 40 students classed as potential dropouts revealed that they were characterized as showing; more

emotional instability, unfavorable home conditions, poor social adjustment at school and marked regression in attendance than students not classed as potential dropouts.

Implications.--An analysis of the findings, seemingly, warrant the following implications:

1. According to the stated interests and the tested interests, the girls appeared to be more realistic in their choices than boys.
2. The findings as revealed by the test data and personal data found in the cumulative record folder seem to imply that more boys are likely to drop out of school than are girls.
3. The findings seem to imply that teachers and counselors must use scientific instruments in order to determine the special needs of boys and girls, otherwise, the special needs of students cannot be adequately met.

Recommendations.--The findings, conclusions, and implications of this research warrant the following recommendations:

1. That there should be in every school a full time counselor whose schedule provides enough time for individual counseling.
2. That school systems set up vocational schools in order to meet the vocational aspirations of the many high school boys and girls, which would serve as a means of keeping them in school and prepare them for the world of work.
3. That the administrators, teachers and counselor in each school be aware of the potential dropouts and use this awareness effectively by putting forth special effort to meet their needs, thereby, making them accepted members of the school's society.

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